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Faculty of Education

University of Toronto

Calendar

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1990/91

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1990-91. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Registrar's Office	
B.Ed./O.T.C. Program:	
Admissions	978-8833
Registered Students	978-5990
Continuing Education	978-5988
Transcripts and Records	978-5577
Institute of Child Study	978-3457
Technical and Industrial Arts	978-3200

Faculty of Education

University of Toronto

Calendar

1990/91

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Sessional Dates 1990-91

1990

July 3-July 27	Summer Session
September 5, 6	Registration B.Ed. Program
September 10	Classes begin
September 21	Last day for course changes
October 8	Thanksgiving Day - Faculty closed
October 19-November 2	Practice Teaching (1S)
October 19-November 2	Practice Teaching (PJ, JI)
November 13, 14, 15	Employment Preparation Program – no classes
November 16-30	Practice Teaching (1S)
December 14	Classes end
December 17	Study Day
December 18-21	Examinations

1991

January 7	Classes resume
January 14	Second instalment of fees due
January 18	Last day for course change
January 11 - February 1	Practice Teaching (PJ, JI)
February 8-22	Practice Teaching (1S)
February 26-March 8	Annual Student Art Exhibition
March 5-7	Annual Children's Musical
March 11-15	Reading Week
March 20-April 12	Practice Teaching (PJ, JI)
March 27-April 12	Practice Teaching (1S)
April 19	Classes end
April 22-24	Study Days
April 25-May 3	Examinations

Faculty of Education Staff 1989-90

Dean
M.G. Fullan, B.A., M.A., PH.D., Prof.

Associate Deans
H.L. Ridge, B.SC. (McM), M.A. (YORK) PH.D., (CONN.), Prof.
M.A. Millar, B.A., (QU.), B.P.E. (McM), M.ED. (QU.), Assoc. Prof.

Registrar
E.C. Alleyne, B.A., (ALBION), M.A. (HOWARD), ED.D.

Associate Registrar
G.A. Whyte, B.A., (CAR.), B.J. (CAR.)

Assistants to the Dean
M. Stager, B.A., M.SC. (RUTGERS)
M. de Pencier, B.A. (QY), M.A., PH.D

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
R.P. Baine, M.A.
G.W. Bancroft, B.A., (McG.), M.ED., PH.D.
C.L. Bedal, B.A. (QU.), M.ED.
U. Elliott, B.A. (LOND.), M.A., (W.ONT.)
B. Flint, M.A., DIP.C.S.
V.K. Gilbert, B.SC. (SYD), M.ED., PH.D. (BRIST)
M.F. Grapko, B.A. (MAN.), M.A., PH.D.
J.W. Greig, B.A., (QU), M.ED., PH.D. (HARV)
R.S. Harris, M.A., PH.D. (MICH), HON.D.LIT. (W.ONT)
S.L. Kong, C.M., B.A. (KUA KIU), M.ED. (OTT), PH.D. (OTT) HON. LL.D.D (DKYUNDG HEE)
H.M. Lang, B.A. (McM), M.ED.
R.J. Life, B.P.H.E., M.ED.
W.G. London, B.A., M.ED. (N.Y.S.)
W.B. MacLean, M.A. (McM)
R.J. McMaster, B.A., B.ED.
J.M. Paton, M.A., D.PAED., F.C.C.T.
G.A. Reid, B.COM., B.ED., M.A. (COL), F.C.C.T.
J.C. Ricker, B.A., M.A.
W.E. Sager, C.D., B.A.
A.T. Sheehan, B.A., M.ED., PH.D., F.C.C.T.
A.F. Skinner, B.SD. (ST. A.), M.A. (ST.A.), M.A. (COL.), PH.D. (ST.A.), F.E.I.S.
G. Smith M.A., (QU)
J.H. Stevens, M.A.
G.E. Tait, B.A., B.PAED., ED.D.

Continuing Education
R.J. Smith, B.A., B.L.S., Assoc. Prof.

Educational Policy and Foundation Studies
J.D. Wood, M.A., PH.D., A.R.C.T., Prof. CHAIR
K.A. McLeod, B.A. (SASK), M.ED. (SASK), PH.D., Prof.
L.J. Stott, B.ED. (ALTA), PH.D. (CALGARY), Prof.
T.W. Goodenough, B.A. (S.G.W.), B.A. (CANTAB), M.A. (ALTA), Assoc. Prof.
S.T. Rusak, B.A. (OTT), B.ED., PH.D. (ALTA), Assoc. Prof.
S. Anderson, B.A. (TEXAS), M.A. (TEXAS), PH.D., Asst. Prof.
M. Beattie, B.A. (YORK), M.A., M.ED., Asst. Prof.
C. Rolheiser-Bennett, B.ED. (ALTA), M.ED. (OREGON) PH.D. (OREGON), Asst. Prof.

Educational Psychology
C.C. Brodeur, M.A. (FORDHAM), M.A. (PHIL.), PH.D., Assoc. Prof. CHAIR
R.W. Dent, M.A., PH.D. (MICH.ST.) Prof.
D.S.J. Shackel, M.A. (HONS) (CANT), PH.D., Prof.
C. Tan-Willman, B.S.E. (PHIL. NORM.), M.A. (PHIL.WOMAN'S), M.A. (MINN.), PH.D. (MINN.), Prof.
A.B. Durell, M.A., PH.D., Assoc. Prof.
B.R. Eardley, B.S. (PENN.ST.), M.ED. (PENN.ST.) Assoc. Prof.
R. Pike, B.S.W., M.A., PH.D., Assoc. Prof.
J.L. Ellis, B.A. (CALGARY), M.A. (UBC), ED.D. (UBC), Asst. Prof.

Elementary Education
G.W. Hunt, B.A., M.ED., ED.D. (U.S.INT), Assoc. Prof. CHAIR
D.W. Booth, B.A. (McM), M.ED. (DURH), Prof.
A.A. Bowers, B.A., M.ED. D(QU), Prof.
S.K. Harburn, B.SC. (ALTA), M.ED. (SUNY), Assoc. Prof.
R.A. Martin, B.A.SC., M.ED., PH.D., Assoc. Prof.
A.M. MacKinnon, B.ED. (CALGARY), B.SC. (CALGARY) M.SC. (CALGARY), ED.D. (UBC), Asst. Prof.
D.R. Fleming, B.A. (McM), M.ED., ED.D., Sr. Tutor
C.A. Hennessy, B.A. (McM), M.ED., ED.D., Sr. Tutor

Institute of Child Study
C. Corter, B.A. (DAVIDSON) , PH.D. (N.CAROLINA) Prof. CHAIR
R.J. Volpe, B.A. (AKRON), M.A. (KENT ST.), PH.D. (ALTA), Prof.
A.J. Biemiller, B.A. (HARV), M.S. (CORN) PH.D. (CORN), Assoc. Prof.
J.P. Klein, B.A. (CORN), M.A., PH.D., Assoc. Prof.
J. Hardacre, B.A., M.ED., DIP.C.S., Sr. Tutor
M.A. Penner, B.A., M.ED., DIP.C.S., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor
P. Karal, M.A., PH.D., Lecturer (part time)

Institute of Child Study Laboratory School

A.C. Cassidy, B.A., (MONTR), DIP.C.S.
R.L. Ethier, B.A., (CONDORDIA), M.ED.,
E.A. Hunter
M.A. Jaffary, B.A., DIP.C.S.
S. Kondo, B.A. (YORK), M.ED. (WINDSOR)
J. Moss, B.A. (MICH.ST), DIP.C.S.
A.E. Tough, M.A.

The Learning Consertium

N. Watson, B.A. (QUEENS), M.A. (YORK)

Library

D.C. George, B.A., B.L.S., Head Librarian
S.R. Dyas-Correia, B.A. (YORK), M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S., Librarian (part time)

Practice Teaching

D.W. Garth, B.COM. (QU), Prof.
R.G. Burfield, B.A., B.ED., Assoc. Prof.

Secondary Education

D.I. Galbraith, B.SC. (W.ONT), M.ED., Prof. Co-Chair
H.A. Yeager, B.H.SC. M.ED., Assoc. Prof. Co-Chair
J.L. Aitken, B.A., M.A. (DAL), PH.D., Prof.
D.W. Alexander, B.A., M.SC., ED.D. (SUNY), Prof.
W.A. Andrews, M.SC. (W.ONT), B.ED., Prof.
A.C. Coman, M.A. ord. (EDIN.), M.A.hons. (EDIN), M.A., Prof.
E. Ebos, M.SC. (McM), Prof.
D.L. Fraser, B.SC. (McM), B.ED., M.A., Prof.
N. Kuzmich, MUS. BAC., M.A., Prof
L.J. LaFave, B.ED. (ILL.ST.COLL), M.B.A.(ROOSEVELT), Prof.
J.W. MacDonald, B.A. (CAR), M.A., ED.D. (HARVARD), Prof.
R.J. Shephard, M.A. , ED.D. (HAWAII), Prof.
K.J. Weber, B.A., M.SC. (ED.) (QUELPH), Prof.
T.J.E. Wolfe, B.A.,B.S.A., M.ED., Prof.
J.A.M. Emerson, M.A., Assoc. Prof.
D.F. Fawcett, B.P.H.E., M.A. (S.CALIF), Assoc. Prof.
A. Gaydos, B.A., M.ED., PH.D. (OHIO ST), Assoc. Prof.
H.D. Gutteridge, M.A., Assoc. Prof.
H. Hainsworth, M.A., Assoc. Prof.
L.R. Hill, M.A., Assoc. Prof.
B.G. Kelly, B.SC., M.SC., PH.D., Assoc. Prof.
J. Laird , B.A., Assoc. Prof.
P.A. Manuel, B.A., M.ED., Assoc. Prof.
G.D. Milbrandt, B.S.ED., (N.ILL), M.ED. (N.ILL), Assoc. Prof.
P.B. Robertson, B.P.H.E., B.A., M.ED., Assoc. Prof.
C.H. Wall, B.A., B.ED., M.A. (YORK), PH.D. (YORK), Assoc. Prof.
D.R. Thiessen, B.A. (W.ONT), M.ED. (BR.COL), D.PHIL. (SUSSEX), Asst. Prof.
R. Hrubi, DIP. PROF. FR. I'ET. (I.P.F.E., SORBONNE), Sr.Tutor
C.J. Lundy, B.A. (SGW), St.Tutor

Technology For Enhancing Learning Centre

R.D. Cook, B.A., M.A. (IOWA)

University of Toronto Schools

G.A. Fleming, B.A., M.ED., Principal
A. Dugal, B.A., Asst. Principal
D. Aliferis, B.A., M.A. (YORK), B.ED.
S. Baker, B.A., B.ED.
O.G. Barrett, B.P.H.E., B.ED.
C.M. Bernicchia-Freeman, B.ED., M.A. (NICE)
T.J. Boucher, B.A. (MICH. ST), M.S.L.S. (COL)
D.F. Boutros, B.A. (ALEXANDRIA)
E. Buchanan, B.A. (W.ONT), M.A. (McM), PH.D. (McM)
M.U. Collier, B.A. (YORK), M.A., B.ED.
D.T. Dingle, B.A.SC., B.D. (HARV)
E. DiSante, B.A. (McM), B.ED., M.A. (PARIS)
J.A. Fautley, MUS. BAC., B.ED.
N.D. Fox, B.COMM.
M.P. Gendron, M.A.
J. Kitchen, B.A., B.ED., (WINDSOR)
D.J. Laurenson, B.SC., (AUCK), M.MATH. (WAT) (on leave)
N.E. Maier, B.A., M.A. (BR. COL)
N.T. McLean, B.A.
J.H. Mills, M.A. (QU.), B.ED.
D. Milne-Ives, B.SC (QU), M.SC. (DAL), B.ED. (DAL)
P.R.W. Moore, B.A., M.A., PH.D. (McM)
F. Mustoe, B.SC. (BIRMINGHAM), B.ED., M.ED., PH.D. (WINDSOR)
C.W.M. Pace, B.A. (W. ONT), B.S.W., M.ED.
A.M. Pereira-Castillo, B.A., (McM), M.A., B.ED.
M.C. Recurt, B.A. (W.ONT), B.ED. (W.ONT)
J.A. Ryan, B.E.S. (WAT), B.ED.
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.
W.G.J. Warden, B.A. (W. ONT), M.A. (WINDSOR)

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the *Ontario College of Education, University of Toronto.*

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MScT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated.

Deans of the Faculty of Education

W. Pakenham	1907—1934
J.G. Althouse	1934—1944
A.C. Lewis	1944—1958
B.C. Diltz	1958—1963
D.F. Dadson	1963—1973
H.O. Barrett	1974
J.C. Ricker	1975—1981
J.W. MacDonald	1981—1987
W.A. Millar	1987—1988
M.G. Fullan	1988—

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts/Science in Teaching degree is available.

Full-Time Programs

Bachelor of Education Degree

Three options are offered in the one-year program:
Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Child Assessment and Counselling
or
Early Childhood Education*

*This area of concentration also leads to the Ontario Teacher's Certificate.

Admission

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency

English is the language of instruction for all courses at the Faculty with the exception of some offered by the Modern Language Education Department, and successful candidates receive certification to teach in schools where English is the language of instruction. Consequently, to be successful in Faculty courses and practice teaching, a candidate must demonstrate a high degree of proficiency in both oral and written English.

Candidates, including those whose first language is other than English, may request an assessment test of their proficiency by contacting the Registrar's Office. Tests will be held in June before registration and in September before the first practice teaching assignment. Test results will be useful in helping candidates determine their level of English language proficiency.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Ontario elementary or secondary schools.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admission as the Council of the Faculty may determine.

Bachelor of Education and Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, where applicable
- a completed Faculty of Education experience profile
- NOTE: documentation in a language other than English or French must be accompanied by an official translation.

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty., An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 21. Thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37-40.

For Complementary Studies courses taken in the second semester, the last date for changing will be January 18.

The program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

In addition to the regular in-faculty program, there is a variety of school-based delivery options which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior program.

The Contemporary Classroom

The Contemporary Classroom EDU 6100
All Candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction (C&I)

Candidates must select one of the following areas of specialization:

Primary/Junior (junior kindergarten to grade 6)

Junior/Intermediate (grades 4 to 10)

Intermediate Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior
The C&I component of this program integrates the content of *Primary Education* EDU 1400 and *Junior Education* EDU 1410 in one course, *Primary/Junior Education* EDU 1420.

Junior/Intermediate
The C&I component of this program comprises three courses: *Junior Education* EDU 1410, *Intermediate Education* EDU 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of EDU 1410 and EDU 1430 will be integrated in one course, *Junior/Intermediate* EDU 1450.

Dramatic Arts EDU 1071
English EDU 1101
Family Studies EDU 1161
French EDU 1111
Geography EDU 1441
History EDU 1151
Industrial Arts EDU 1171
Mathematics EDU 1221
Music—Instrumental EDU 1231
Music—Vocal EDU 1241
Physical and Health Education EDU 1251
Science EDU 1301
Visual Arts EDU 1011

Intermediate/Senior
The C&I component of this program comprises two courses from those listed below:
*Business Studies
- Accounting EDU 1340
- Data Processing EDU 1350
- Marketing EDU 1360
- Information Management (Secretarial) EDU 1370

Computer Science EDU 1040
Dramatic Arts EDU 1070
Economics EDU 1080
English EDU 1100
Environmental Science EDU 1380
Family Studies EDU 1160
French EDU 1110
Geography EDU 1440
German EDU 1140
History EDU 1150
Industrial Arts EDU 1170
Italian EDU 1190
Society: Challenge and Change (Man in Society) EDU 1270
Mathematics EDU 1220
Music—Instrumental EDU 1230
Music—Vocal EDU 1240
Physical and Health Education EDU 1250
Political Science EDU 1260
Science EDU 1300
Spanish EDU 1310
Visual Arts EDU 1010

**Candidates selecting Business Studies must choose both their courses from this category.*

Foundations

Candidates will take three Foundation courses, one from the department of Educational Psychology, and one each from List A and List B in the Department of Educational Policy and Foundation Studies.

Educational Psychology
Contemporary Issues in Educational Psychology EDU 3260
Learning and Human Behaviour EDU 3070
Teaching—an Interpersonal Process EDU 3110
Understanding Children and Youth EDU 3100
Individual Research Project (Educational Psychology) EDU 3270

Educational Policy and Foundation Studies
List A
Administration in the Modern Schools EDU 3050
Adult Education EDU 3280
Evaluation of Student Performance EDU 3040
The Individual Student and the School Program EDU 3030
Program Organization EDU 3020
Individual Research Project (Educational Policy and Foundation Studies) EDU 3240

List B
Authority and Freedom in School EDU 3190
Comparative Education EDU 3130
Cross-Cultural Education EDU 3210
Developing a Personal Philosophy of Education EDU 3140
The Development of Canadian Education EDU 3200
School and Society EDU 3160
Individual Research Project (Educational Policy and Foundation Studies) EDU 3240

Practice Teaching

Practice Teaching EDU4010
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational setting for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies EDU 5020
Atypical Development EDU 5540
Children's Literature EDU 5040
Classroom Communication EDU 5390
Communication Arts in Modern English EDU 5050
Current Health Issues in School and Society EDU 5080
Design Education EDU 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics EDU 5100
Drama in Elementary Education EDU 5110
Education of the Gifted EDU 5490
Educational Media EDU 5120
Environmental Studies EDU 5140
Explorations in Creative Learning and Teaching EDU 5400
Feature Films and TV in the Classroom EDU 5450
French as a Second Language, Junior EDU 5151
The Future and Education EDU 5452
Heritage Languages Education EDU 5160
Keyboarding in the Classroom EDU 5453
Language in the Schools EDU 5240
Life Skills for Secondary Students EDU 5520
Methods of Child Study EDU 5030
Multicultural/Intercultural Education EDU 5410
Music—General EDU 5550
Outdoor Education EDU 5200
Practical Skills for Constructing Teaching Aids EDU 5300
The Process of Becoming a Teacher EDU 5451
Reading in the Secondary School 5260
Recent Developments in the Teaching of Modern Languages EDU 5270
Recreational Mathematics EDU 5500
The Resource Centre and the Elementary School Teacher EDU 5430
The Resource Centre and the Secondary School Teacher EDU 5420
Values Education EDU 5210

Course Descriptions

Courses in the Bachelor of Education program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom (3 hours) EDU 6100
This course will address four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher, including consultation, referals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and special education, with approaches to accommodate the needs of exceptional students.

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management (Secretarial), Marketing and Keyboarding. Candidates will select any two of Accounting, Data Processing, Information Management (Secretarial), or Marketing.
Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU 1340 (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU 1350 (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Marketing Intermediate/Senior EDU 1360 (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Information Management (Secretarial) Intermediate/Senior EDU 1370 (4 hours)
The development of innovative and effective techniques for teaching modern business communications, and office procedures, with emphasis on advanced keyboarding, information processing and notemaking. Proficiency in keyboarding must be demonstrated.

Computer Science

Computer Science Intermediate/Senior EDU 1040 (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.
Prerequisites: Two post-secondary courses in computing, or approved field experience.

Dramatic Arts

Dramatic Arts Intermediate EDU 1071 (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU 1070 (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of developmental programs.
Prerequisites: Two university courses (6 credits) in drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU 1080 (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.

English

English Intermediate EDU 1101 (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.
Prerequisites: Two university courses (6 credits) in English

English Intermediate/Senior EDU 1100(4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.
Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/ Senior EDU 1380 (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.
Prerequisites: Three university courses (9 credits) in science, geography or environmental science, or approved field experience.

Family Studies

Family Studies Intermediate EDU 1161 (2 hours)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate divisions. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.
Prerequisites: Three university courses (9 credits) in family studies.

Family Studies Intermediate/Senior EDU 1160 (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource materials for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.
Prerequisites: Three university courses (9 credits) in family studies.

French

French Intermediate EDU 1111 (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language EDU 5151 as their Complementary Studies requirement.
Prerequisites: Five university courses (15 credits) in French.
Proficiency in spoken and written French must be demonstrated. Language proficiency testing will be held in May or, for those unable to attend, during the first week of classes in September.

French Intermediate/Senior EDU 1110 (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures
Prerequisites: Five university courses (15 credits) in French.
Proficiency in spoken and written French must be demonstrated. Language proficiency tests will be held in May, or, for those unable to attend, during the first week of classes in September.

Geography

Geography Intermediate EDU 1441 (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.
Prerequisites: Two university courses (6 credits) in geography.

Geography Intermediate/Senior EDU 1440 (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.
Prerequisites: Two university courses (6 credits) in geography.

Geology

Geology Intermediate/Senior EDU 1130 (4 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in geology.
Not offered in 1990-91.

German

German Intermediate/Senior EDU 1140 (4 hours)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Five university courses (15 credits) in German.
Proficiency in spoken and written German must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Greek

Greek Intermediate/Senior EDU 1210 (4 hours)
This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.
Prerequisites: Two university courses (6 credits) in Greek.
Not offered in 1990-91.

History

History Intermediate EDU 1151 (2 hours)
A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.
Prerequisites: Two university courses (6 credits) in history.

History Intermediate/Senior EDU 1150 (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.
Prerequisites: Two university courses (6 credits) in history.

Industrial Arts

Industrial Arts EDU 1171/1170 (7 hours)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education EDU 5090 as their Complementary Studies course.

Intermediate Education

Intermediate Education EDU 1430 (3 hours)
A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

Italian Intermediate/Senior EDU 1190 (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Languages Program on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.
Prerequisites: Five university courses (15 credits) in Italian.
Proficiency in spoken and written Italian must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Junior Education

Junior Education EDU 1410 (5 hours)
This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU 1410 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin

Latin Intermediate/Senior EDU 1200 (4 hours)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.
Not offered in 1990-91.

Society: Challenge and Change (Man in Society)

Society: Challenge and Change (Man in Society) Intermediate/Senior EDU 1270 (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course. Society: Challenge and Change (Man in Society). Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.
Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

Mathematics Education

Mathematics Education Intermediate EDU 1221 (2 hours)
A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate Guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Education Intermediate/ Senior EDU 1220 (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics and problem solving.

Music

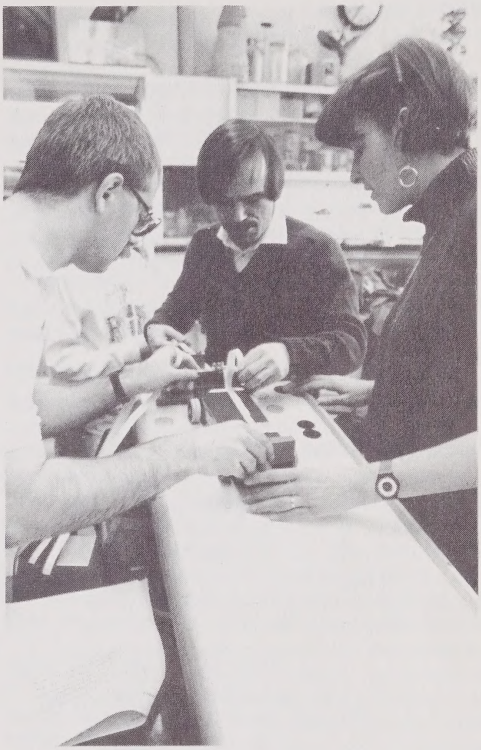
Candidates may select only one of the following: EDU 1231, EDU 1230, EDU 1241 or EDU 1240. They must also take Music General EDU 5550 as their Complementary Studies course.

Music—Instrumental Intermediate EDU 1231 (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music—Instrumental Intermediate/Senior EDU 1230 (4 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for intermediate/senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music—Vocal Intermediate EDU 1241 (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.
Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Music—Vocal Intermediate/Senior EDU 1240 (4 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives in the Ministry guidelines.
Prerequisites: Two university courses (6 credits) in music, or background.



Physical and Health Education

Physical and Health Education Intermediate EDU 1251 (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU 1250 (4 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum, design, and organization and administration of the school physical and health education program.
Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

Political Science Intermediate/Senior EDU 1260 (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.
Prerequisites: Two university courses (6 credits) in political science.

Primary Education

Primary Education EDU 1400 (5 hours)
This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU 1400 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science Education

Science Intermediate EDU 1301 (2 hours)
Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.
Prerequisites: Three university courses (9 credits) in science.

Science Intermediate/Senior EDU 1300 (4 hours)
Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.
Prerequisites: Five university courses (15 credits) in science.

Senior Education

Senior Education EDU 9610
Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

Spanish Intermediate/Senior EDU 1310 (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.
Prerequisites: Five university courses (15 credits) in Spanish.
Proficiency in spoken and written Spanish must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Visual Arts

Visual Arts Intermediate EDU 1011 (4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three- dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU 1010 (6 hours)
Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.
Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

All Foundation courses are 2 hours per week.

Educational Psychology

Contemporary Issues in Educational Psychology EDU 3260

This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline.

This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU 3070

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching—An Interpersonal Process EDU 3110

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups, and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the applicaton of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU 3100

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project EDU 3270 (Educational Psychology)

A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department before electing this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

List A

Administration in the Modern School EDU 3050

A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

Adult Education EDU 3280

A study of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Evaluation of Student Performance EDU 3040

A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

The Individual Student and the School Program EDU 3030
An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

Program Organization EDU 3020
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Individual Research Project EDU 3240 (Educational Policy and Foundation Studies)
A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to registering for this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project. This course may be taken as either a List A or as a List B course.

List B

Authority and Freedom in School EDU 3190
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Comparative Education EDU 3130
A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

Cross-Cultural Education EDU 3210
An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

Developing a Personal Philosophy of Education EDU 3140
A variety of modern views on aims and methodology in education will be studied, with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

The Development of Canadian Education EDU 3200
A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

School and Society EDU 3160
A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Individual Research Project EDU 3240 (Educational Policy and Foundation Studies)
A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to registering for this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project. This course may be taken as either a List A or as a List B course.

Practice Teaching

Practice Teaching EDU 4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made only in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

Boards of Education

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan Toronto R.C.S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region Conservation Authority
Royal Ontario Museum
University of Toronto Schools

Complementary Studies

Complementary Studies courses are the equivalent of 1 hour per week.

Art and Interdisciplinary Studies EDU 5020

An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Backgound in art is not essential.

Atypical Development EDU 5540

This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

Children's Literature EDU 5040

An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

Classroom Communication EDU 5390

The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with Learning and Human Behaviour EDU 3070, or Contemporary Issues in Educational Psychology EDU 3260.

Communication Arts in Modern English EDU 5050

A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Culture and Society as They Relate to the Teaching of French EDU 5070
This course, offered in Fench, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.
Not offered in 1990-91.

Current Health Issues in School and Society EDU 5080
Experiential learning within groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

Design Education EDU 5090
An exploration of designing as a decision-making and problem-solving activity through practical constructive projects. Teaching units with supporting resources will be developed, interdisciplinary in emphasis, applicable to elementary and secondary classrooms.

Diagnosis and Remediation of Learning Difficulties in Mathematics EDU 5100
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

Drama in Elementary Education EDU 5110
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and play-making.

Education of the Gifted EDU 5490
Candidates will explore current issues in the field with particular attention to the nature of giftedness, assessment and identification of gifted young people, acceleration, streaming and mainstreaming, and enrichment.

Educational Media EDU 5120
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

Environmental Studies EDU 5140
An introductory course on the teaching of basic ecological principles with an emphasis on the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

Explorations in Creative Learning and Teaching EDU 5400
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

Feature Films and TV in the Classroom EDU 5450
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as 'text' with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

French as a Second Language, Junior EDU 5151
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate EDU 1111.*

The Future and Education EDU 5452
This course explores three key aspects of the future and education: first, a panoramic overview of alternative futures and global issues such as the environment, population, peace and human rights; second, the most likely future for schooling, teaching/learning, and content; third, how the teaching of every subject can incorporate a global or futures perspective.

Heritage Languages Education EDU 5160
The Heritage Languages course will concern itself with the place of Heritage Languages in the school curriculum, current language teaching approaches and their antecedents, and an examination of the role of culture teaching in the Heritage Languages classroom. The impact of Heritage Languages on students' general learning as described in current research findings will also be examined. Candidates will have the opportunity to develop curricula which take into account the importance of carefully defined aims and objectives, the age and stage of the target audience and principles of lesson planning and syllabus design. Candidates will examine various models of classroom organization and also be provided with the opportunity for implementing their curricula in demonstration situations. The course will provide a forum in which candidates can share their experiences and discover the cross-cultural commonalities inherent in teaching Heritage Languages. General principles of language teaching, applicable to all Heritage Languages contexts and appropriate to both elementary and secondary levels will be emphasized.

Keyboarding in the Classroom EDU 5453
This course is an introduction to the current methodology associated with the effective teaching of keyboarding skills at various grade levels. Keyboarding proficiency is recommended, but is not a prerequisite.

Language in the Schools EDU 5240
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study and grammar programs in the schools; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom

Life Skills for Secondary Students EDU 5520
Rationale, teaching strategies, and resources for incorporating life skills into the curricula of secondary schools. Emphasis will be on the selection and development of learning materials for areas such as nutrition, family and consumer interests, parenting education, resource management, and self-concept. Students will have the opportunity to design individualized programs geared to their particular subjects or grade-level interests, and to investigate the use of community resources.

Methods of Child Study EDU 5030
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

Multicultural/Intercultural Education EDU 5410
An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.

Music—General EDU 5550 (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music-Instrumental* (EDU 1230 or EDU 1231) or *Music—Vocal* (EDU 1240 or EDU 1241).

Outdoor Education EDU 5200
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

The Process of Becoming a Teacher EDU 5451
Candidates will examine the process and stages that prospective teachers go through in making the transition into the profession. Topics for discussion will include: teaching styles, professionalism and values, the relationship of theory and practice, student teaching and working with associates. The course will also examine the expectations for the first year of teaching, managing stress, interacting with students, and mentoring and coaching. The course will operate in a seminar format employing individual and group presentations.

Practical Skills for Constructing Teaching Aids EDU 5300
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

Reading in the Secondary School EDU 5260
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

Recent Development in the Teaching of Modern Languages EDU 5270

Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

Recreational Mathematics EDU 5500

A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation primarily at the junior and intermediate levels. Classes consist of workshops, seminars, and media presentations, Emphasis will be on the development of learning materials.

The Resource Centre and the Elementary School Teacher EDU 5430

This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

The Resource Centre and the Secondary School Teacher EDU 5420

This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

Speech—Passport to Communication EDU 5330

A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.
Not offered in 1990-91

Teaching Current Events through the Media EDU 5470

A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.
Not offered in 1990-91.

Teaching Social Issues EDU 5440

The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.
Not offered in 1990-91.

The Understanding and Personal Use of Computers EDU 5060

Designed for the individual who wishes to obtain an understanding of how personal computers can be used in education. The course will be taught in a non-technical manner and supplement the content of the Computer Awareness component of *The Contemporary Classroom.* Emphasis of this course will be on the use of computers in the learning process and the examination of computer learning materials. Computer facilities which include two microcomputer classrooms with a variety of computers, are available for student use. May be taken only by Primary/Junior and Junior/Intermediate students.

The Use of Graphic Illustrations in the Classroom EDU 5480

A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.
Not offered in 1990-91.

Values Education EDU 5210

An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

One-Year Program

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a recognized university, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, within five years subsequent to receiving this Diploma, submit to the Registrar proof of having been granted an approved degree from an accredited university.

Applicants must meet the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry;
2. One of:
   - five years of wage-earning business or industrial experience related to an approved area of technological studies (see below), or
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment.
3. Proof of competence in one area of technological studies at both the basic and related advanced level, or in two areas of technological studies, both at the basic level.

Areas of Technological Studies

Basic Level	Advanced Level
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration	Refrigeration*
Air Conditioning	Air Conditioning*
Heating	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry
	Cabinet Making
Electrical	*Electrical*
Electricity	Electricity—Installation & Maintenance*
	Electrical Theory & Test†
Electronics	Electronics—Computer†
	Electronics—General†
Food Services	*Food Services*
Food Services	Baking Food Services*†
	Commercial Food Services*†
	Domestic Food Services*†

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts†
Horticulture	*Horticulture*
Horticulture—General	Horticulture—General†
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop
Power Transmission & Control	Industrial Physics†
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Project Design	Project Design
Music	*Music*
Music	Music—Instrumental†
	Music—Vocal†
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
Home & Family Care	Home & Family Care†
Hospital Services	Hospital Services†
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

*Requires Ministry of Colleges and Universities Certification of Qualification.

†Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

*†Requires a current certificate of qualification and/or post-secondary education.

Application Procedure

Full instructions with details on admission may be obtained from the Registrar's Office. Completed applications should be received by the Registrar's Office not later than the second Friday in January, accompanied by:

- official transcripts of a secondary school graduation diploma, a college of applied arts and technology diploma and/or degrees where applicable
- a photocopy of a Canadian birth certificate or documents in the case of a person not born in Canada, showing the basis upon which the candidate is present in Canada including date and place of birth
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, if applicable
- a completed Faculty of Education Experience Profile
- a completed Technological Studies Student Information form
- documented proof of wage-earning experience

NOTE: documentation in a language other than English or French must be accompanied by an official translation.

Technical Proficiency Examinations

Candidates will be required to pass examinations in both the theory and practice of the subjects concerned. These examinations will be on the fundamental principles, operations, processes, and skills of the subject.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37 - 40.

Spring Program

This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education. Not offered 1990-91.

Program of Studies

The Program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom ETS 6100 (3 hours)
This course will introduce four significant educational concerns: computer awareness, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS 1010 (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

Teaching a Related Subject in Technological Studies ETS 1030 (3 hours)
An introduction to the cognitive and psychomotor skills necessary to teach a second technological studies subject safely and effectively through the basic level. Practical laboratory experience will be combined with a study of related theoretical concepts and teaching strategies.

Foundations

Curriculum Development for Technological Studies ETS 3030 (2 hours)
A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

Introduction to Psychology for Teachers of Technological Studies ETS 3050 (2 hours)
The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

History and Philosophy of Technological Studies ETS 3070 (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

Practice Teaching ETS 4110
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments, will be required to do a make-up session at the end of the session.

Complementary Studies

Communication Arts in Modern English ETS 5050(1 hour)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analyses. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Additional Qualifications

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.).

1 Basic Level

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of
- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

Note: In subject areas where classes are not offered, a basic qualification may be obtained in the winter term through the Individual Study Program.

2 Advanced Level

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of continuous full-time business or industrial experience in the area for which the advanced level qualification is sought.*

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least
- three** of the technological studies subjects listed on pages 25 – 26 including at least one at both the basic and the advanced levels or
- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education , or Visual Arts

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

*Candidates must pass written and practical examinations to test their skills in the subjects concerned.

**One of these may be Industrial Arts Part I.

Institute of Child Study

The Institute of Child Study is a centre of professional training in Early Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study—the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Inquiries concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Early Childhood Education.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Early Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education *Prospectus*.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications, on forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:
- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name where applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits.

- NOTE: documentation in a language other than English or French must be accompanied by an official transcript.

Early Childhood Education

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for children in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year
Introduction to Early Childhood Education ICS 2120
The Child in Educational Settings ICS 1003
Curriculum Design and Implementation Part I ICS 2122
Practicum ICS 2124
One elective: see below

Second Year
Socialization, Social Development, and Family Life ICS 2210
Curriculum Design and Implementation Part II (half course) ICS 2223
Programming for Young Children ICS 2230
Advanced Practicum ICS 2231
One elective: see below

Electives
Child Development ICS 1002
Development in Infancy (half course) ICS 1004
Seminar and Practicum in Infant Care (second year only) ICS 4060
Independent Study ICS 4062
Independent Study (half course) ICS 4063
Day Care and Nursery School Administration ICS 4065
Teaching Exceptional Children ICS 4070
Any Complementary Studies course from the B.ED. Program (see pages 21 - 24).

Child Assessment and Counselling

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studies.

First Year
Assessment of Children's Intellectual Functioning ICS 3140
Assessment of Children's Emotional Functioning (half course) ICS 3141
The Child in Educational Settings ICS 1003
Family Dynamics ICS 3143
Introduction to Facilitative Interviewing (half course) ICS 3144
One elective: see below

Second Year
Principles of Child Management (half course) ICS 3250
Selected Topics in Clinical Practice ICS 3251
Counselling Individuals and Families (half course) ICS 3252
Theories of Counselling (half course) ICS 3253
Seminar and Practicum in Assessment and Counselling ICS 3255
One elective: see below

Electives
Child Development ICS 1002
Development in Infancy (half course) ICS 1004
Exceptional Children (half course) ICS 1011
Rorschach Analysis (half course) ICS 3256
Seminar and Practicum in Infant Assessment (second year only) ICS 4061
Independent Study ICS 4062
Independent Study (half course) ICS 4063

Child Development ICS 1002
An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

Studying the Child in Educational Settings ICS 1003
A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented, systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of the children in diverse educational settings.
The role of the practitioner as critical inquirer will be emphasized both in relation to relevant theoretical orientations and field practice.

Development in Infancy (half course) ICS 1004
An examination of conditions during the prenatal and infant period of development that will have an impact on later behaviour. Normal development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored. Students will observe infants in various settings, including the Institute's Parent-Infant Centre.

Exceptional Children (half course) ICS 1011
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

Introduction to Early Childhood Education ICS 2120
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

Curriculum Design and Implementation, Part I ICS 2122
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

Teaching Practicum ICS 2124
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

Socialization, Social Development, and Family Life ICS 2210
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Curriculum Design and Implementation, Part II (half course) ICS 2223
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of the Arts (visual arts, music, physical education, and drama), and Environmental Studies.

Programming for Young Children ICS 2230
A course designed to familiarize students with various approaches to early childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

Advanced Teaching Practicum ICS 2231
An opportunity to design and implement a program for children who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

Assessment of Children's Intellectual Functioning ICS 3140
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

Assessment of Children's Emotional Functioning (half course) ICS 3141
An introduction to theories and methods of assessing emotional functioning. Clear and effective report writing is emphasized.

Family Dynamics ICS 3143
A study of approaches to family structure, functions, and values as articulated by various theorists. Different approaches to parent education, and their implications for child rearing will be examined. Students will participate in class discussions on family values and dynamics, and will conduct a structured interview with a family.

Introduction to Facilitative Interviewing (half course) ICS 3144
An introduction to basic concepts in interviewing Through class participation and the use of videotape, students will become aware of their own attitudes or actions that help or hinder this process.

Principles of Child Management (half course) ICS 3250
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

Selected Topics in Clinical Practice ICS 3251
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; wit and humour; and women's studies.

Counselling Individuals and Families (half course) ICS 3252
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

Theories of Counselling (half course) ICS 3253
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

Seminar and Practicum in Assessment and Counselling ICS 3255

Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

Rorschach Analysis (half course) ICS 3256

Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

Seminar and Practicum in Infant Care ICS 4060

An exploration of recent research that has implications for infant care. An eight-week practicum over the two-year period gives opportunities for students to become familiar with infant care programs. Knowledge of infant development is used to assess programs in day care and in homes. An infant stimulation program will be developed by students, and mental health studied and assessed by use of the Flint Infant Security Scale. Practicum will be arranged in the Institute's Parent-Infant Centre. Prerequisites: Course 1004 or equivalent. Students planning to take this course should arrange for one placement in an infant care setting in their first year.

Seminar and Practicum in Infant Assessment ICS 4061

A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard development test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed. Prerequisite: Course 1004 or equivalent.

Independent Study ICS 4062 / ICS 4063

Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Day Care and Nursery School Administration ICS 4065

This course is designed for students who are interested in the problems and possibilities of day care and nursery schools, such as the establishment and operation of centres, relations between centres, parents, and schools, and the effects of day care.
Not offered in 1990-91.

Teaching Exceptional Children ICS 4070

This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.
The course fulfills the Ontario Ministry of Education requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session Specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus*.

One-Session Divisional

These courses are offered to holders of an approved university degree and an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in an additional area:

- Primary
- Junior
- Intermediate
- Senior

One-Session Technological Studies

The Technical and Industrial Arts Department offers a number of programs leading to additional qualifications. Applicants must possess qualifications in technological studies or have the requisite work experience. Courses include:

Winter evening and summer courses for additional basic qualifications. (Note: Candidates must pass the examination in technical proficiency.)

Winter individual study in subjects in which courses are not offered for additional basic and advanced qualifications. (Note: Candidates must pass the examinations in technical proficiency.)

Summer session Honour Specialist qualification.

One-Session Specific

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing who wish to acquire qualifications in the specific area.

- Adult Education
- Associate Teacher
- Childhood Education
- Entrepreneurial Studies
- Law
- Teaching Writing

Three-Session Specialist

These courses are offered to holders of an O.T.C. or Temporary Letter of Standing who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Specialist. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

- Accounting
- Computer Studies/Computer Science
- Computers in the Classroom
- Co-operative Education
- Data Processing
- Drama Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Marketing
- Media
- Multiculturalism in Education
- Music—Instrumental
- Music—Vocal (P/J)
- Music—Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Secretarial/Information Management
- Science (P/J)
- Special Education
- Visual Arts

One-Session Honour Specialist

These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.

- Biology
- Business Education
- Chemistry
- Computer Science
- Dramatic Arts
- Economics
- English
- Environmental Science
- Family Studies
- French
- Geography
- Geology
- German
- History
- Italian
- Man in Society (Society: Challenge and Change)
- Mathematics
- Music
- Physical and Health Education
- Physics
- Political Science
- Science
- Spanish
- Visual Arts

Applications

Registrar's Office, Faculty of Education (978-3222) or Continuing Education Department (978-8157)

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English and Mathematics.

Admission Requirements

1. A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2. At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows

- two integrated courses
- one special course in educational aspects of the core discipline
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries regarding Specializations

English

Professor J. W. MacDonald (416) 978-3228

Mathematics

Professor B. J. Kelly (416) 978-4068

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1

Faculty and University Information

Attendance

Students proceeding to a degree, diploma, or certificate are required to attend the courses of instruction and the examinations in all subjects prescribed. Students whose attendance at lectures, labolratories, or practice teaching is deemed by the Council of the Faculty to be unsatisfactory may have their registration cancelled at any time by the Council.

Evaluation Procedures

1 During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   a) a list of assignments, with due dates;
   b) the weighting factor or percentage allotment for each course requirement;
   c) a statement on the procedure used to determine final grades;
   d) a description of the format and nature of the final examination (where applicable).
2 After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of a majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.
3 Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4 Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination etc. should have a value of more than 80% of the grade.
5 At least one piece of term work which is a part of the evaluation of a student performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6 Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7 All final course grades submitted by instructors will be reviewed by a Dean's Review committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

Conditions for Final Standing

Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies, and the compulsory course, The Contemporary Classroom.

Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of A, B, C, D, FX. Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail *(H/P/F)*. Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit *(CR)* and a final Fail grade as a No Credit *(NCR)*. Grades in *The Contemporary Classroom* will be reported as a Credit *(CR)* or No Credit *(NCR)*. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and the translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundations Courses

Letter Grade	Grade Meaning	Numerical Marks	Translation Table
A	Excellent	80-100%	87%
B	Good	70-79%	75%
C	Adequate	60-69%	65%
D	Marginal	50-59%	55%
FX	Inadequate	0-49%	25%

Grade Scale for Complementary Studies

Letter Grade	Grade	Grade Meaning
H	Honours	Outstanding
P	Pass	Satisfactory
FL	Fail	Unsatisfactory

Grade Scale for Practice Teaching and The Contemporary Classroom

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:

i. a minimum of a C average in each of the following parts of the program:
   - Curriculum and Instruction*
   - Foundations

ii. a minimum of a D grade in each course in:
   - Curriculum and Instruction
   - Foundations

iii. an Honours or a Pass grade in:
   - the Complementary Studies course.

iv. a Credit (CR) in:
   - Practice Teaching**
   - The Contemporary Classroom

* For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in all sessions of practice teaching. Currently practice teaching in the Faculty for I/S candidates consists of four sessions of eleven days each or for P/J or J/I candidates one session of eleven days and two sessions of sixteen days each. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education or for the Ontario Teacher's Certificate. Such a candidate will not be given the opportunity to do any supplementary practice teaching to raise the grade.

Supplemental Privileges

A candidate may have supplemental privileges in a course in which an FX or FL has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

A candidate who receives a D grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in the course if the D grade has reduced the average in that part to less than C.

There are no supplemental privileges for the Practice Teaching part of the program.

Applications for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

1. by taking an examination during July or August;
2. by otherwise satisfying the requirements of the department(s) concerned.

The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

No candidate will be permitted to take more than twice any final examination or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Council of the Faculty.

Student Access to Examination papers

a) Copies of final examination papers for the preceding five academic years are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Dean's Committee on Grading Practices. In those cases, an exemption notice will be filed in place of the copy of the examination.
b) A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

Appeals

There is a five stage appeals procedure. In the first instance, the appeal should be made, in writing, to the instructor concerned.

If this fails to satisfy, successive appeals, in writing, may be made until the problem is resolved, to the following:

- the department Chairperson
- the Appeals Committee of the Faculty Council
- the Divisional Appeals Committee of the Faculty
- the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after the decision from which the appeal is being taken has been communicated in writing to the appellant.

At the first four levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may by obtained from the Registrar's office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of a fee.

Withdrawal

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed 'Withdrawal from the University' form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

Access to Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto,* students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this policy is available in the Registrar's office.

1 *Access by a student*

i A student may examine and have copies made of his/her academic record, with the exception of those portions of the record which comprise letters of reference which have been provided on the understanding that they shall be maintained in confidence.

ii A student's request to examine any part of his/her official student record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii A student has the right to challenge the accuracy of his/her academic record, with the exception of the material specifically excluded in (1) *i* above, and to have the official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments would not necessarily appear on the official academic reports such as transcripts or statements of results.

2 *Access by University staff*

Members of the teaching and administrative staff of the University shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties.

Access to medical information shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

3 *Access by University campus organizations*

Recognized campus organizations in the University of Toronto shall have access to the information referred to in (4) *i* below as well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization.

4 *Access by others*

i By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:

—the academic division(s) and the session(s) in which a student is or has been registered,

—degree(s) received and date(s) of convocation.

ii Any other information contained in the academic record of a student, including the student's comments generated under (1) *iii* above but with the exception of the material specifically excluded in (1) *i,* shall be released to other persons and agencies only with the student's prior expressed written consent, or on presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic

record shall be kept on file within a division.
iii General statistical material drawn from academic records not disclosing the identities of students may be released for research and informational purposes by the academic division maintaining these records.

5 *Refusal of access*
The University reserves the right to withhold access to the statements of results and transcripts of students who have outstanding debts. The University may also choose not to release the official diploma to such students nor to provide written or oral certifications of degree on their behalf.

6 *Custody of student academic records*
Academic records are normally under the custodial responsibility of the academic division. When the academic records have fulfilled the purpose for which they were collected, the retained documents shall be deposited in the University Archives. Fifty years after a student has ceased to be registered all records including those which have been retained by any division or office of the University become the responsibility of the University Archivist and become open to researchers authorized by the University of Toronto.

University Discipline

1 *Academic*
The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examinations, and the evaluation of a student's work by irrelevant criteria. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Board of the Governing Council.

2 *Discipline in non-academic matters*
The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiciton of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Fees (1989/90)

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		*New Visa Students*
Academic fee	$1,520.00	$9,326.00
Campus services	156.00	156.00
Student society fees	59.29	59.29
Total fee payable	1,735.29	9,541.29
Minimum first payment	1,127.00	5,811.00

NOTE:

1 At least the first instalment of fees must be paid before a student card will be issued.

2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Part-time Students		*New Visa Students*
Academic fee per course	$304.00	$1,865.00
†Campus services	31.25	31.25
†Student society fees	10.00	10.00

Supplemental Examinations	
For each supplemental examination in any course	$26.00

†Payable once per session.

Government Financial Aid

Full-Time Students

The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, Koffler Student Services Centre, University of Toronto, (978-8045). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, application forms.

Part-Time Students

Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less than a 60% courseload. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 21 King's College Circle, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a faculty of education who are prospective members of FWTAO, (P./J. division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800.00. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

The Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to a total of $1000 annually will be made to a graduate of the Bachelor of Education program who is continuing in Ministry of Education certification courses in Special Education at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1, through the Special Education Department of the Faculty.

R.D. Phillips Memorial Loan Fund

This loan fund was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chair of the Department.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a student registered in the Visual Arts option of the B.ED/O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

Awards and Honours

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and in each Foundation course, Honours in Complementary Studies and Credit in Practice Teaching and *The Contemporary Classroom*

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Mark Crowe Memorial Award

This award was established by the family and friends of Mark Crowe, a 1985 graduate of the Faculty of Education and teacher, who died in June 1988, while saving the life of a stranger. This annual award is made to the student in History or Political Science at the Faculty who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching.

James W. Fair Award in Elementary Education

This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study.
The annual award will be made to a student in the Primary/Junior or Junior/Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of the Faculty, and an intention to pursue further study in education.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O.E.C.T.A. Award of Excellence

The Ontario English Catholic Teachers Association has established this award of $200 and an O.E.C.T.A. pin for the student in the Faculty teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R.J. McMaster Award

This award (to the value of interest on $1,450) was established by the friends and colleagues of Professor R.J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other university approved by the Faculty.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Award in Guidance

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. One or two Awards, equivalent to the summer school fee for Guidance, will be made to a graduate of the Bachelor of Education program who is continuing in the Ministry of Education qualification courses in Guidance at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

P.A. Petrie Huron County Scholarship

This award (approximate value $1,250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Prof. P.A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre, a drama studio, and a computer centre.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Library

The Faculty Library houses a collection of books and periodicals on teaching and the theory and methodology of curriculum subjects at the elementary and secondary levels of education, as well as textbooks and content materials for the subjects taught in Ontario schools, along with a representative collection of children's literature. Other major areas of the collection include educational psychology, administration of schools, the history, philosophy and sociology of education, special education and early childhood education.

The collection of Ministry of Education documents includes commission and committee reports, directories of boards of education, statistics and curriculum guidelines. To complement the Ministry guidelines, a collection of curriculum guides produced by the school boards across the province provides more detailed teaching suggestions for most of the subjects taught in the schools.

An extensive audiovisual collection of videotapes, filmstrips, slides, kits, records, cassettes, pictures and microcomputer software is available to students for use both at the Faculty and in their practice teaching assignments.

The Library provides access to CD-ROM computer periodical searching, microcomputers, facilities for previewing audiovisual materials, and photocopying machines.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faculty (978-8460).

Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Rooms 24 and 129 in co-operation with the Student Union, organizes all student events and activities.

Individual student counselling is also available in Room 223 (978-8157).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Blue Pages.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsman, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: The University Housing Service on the St. George campus maintains lists of off-campus residence-style housing such as traditional, co-op, and fraternity dwellings which are located in the downtown area and are operated independently of the university. The service also acts as the admissions office for the Apartment complex for full-time students and their dependent children and student couples. Applications for these apartments should be made one year in advance. A list of rooms and flats is also available. Information can be obtained from the University of Toronto Housing Service, Koffler Student Services Centre, 214 College Street, Toronto, M5S 1A1 (284-3174).

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Officers of the University

Chancellor
The Hon J.B. Aird, O.C., Q.C., B.A., LL.D., D.Litt. S.

Chairman, Governing Council
R.J. McGavin

President
G.E. Connell, O.C., B.A., Ph.D., LL.D., F.R.S.C., F.C.I.C.

Vice-President, Department of Development and University Relations
G.C. Cressy, B.Sc., M.S.W.

Vice-President – Administration
R.L. Criddle, C.A.

Vice-President & Provost
J.E. Foley, B.A., Ph.D.

Vice-President – Research
J.F. Keffer, B.A.Sc., M.A.Sc., Ph.D., P.Eng.

Vice-President, Human Resources
A.C. Pathy, Q.C., B.A.Sc.

Secretary of the Governing Council
J.G. Dimond, B.A., M.A., Ph.D.

Vice-Provost
A.H. Melcher, M.D.S., H.D.D., Ph.D., D.Sc.

Assistant Vice-President (Planning) and University Registrar
D.W. Lang, B.A., M.A., Ph.D.

Assistant Vice-President Student Affairs
W.D. Neelands, B.A., M.A., M.Div., Th.D.

Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsman
E. Hoffman, B.A.

Status of Women Officer
L. Reimer, B.A., B.Ped.

Executive Director of Alumni Affairs
R. Frankle

Director of Housing Service
S.A. Mason, B.A., M.Ed., Ed.D.

Director of Health Service
D.R.F. Smith, M.D., C.C.F.P.

Director of Career Centre
M. Van Norman

Director of International Student Centre
E. Paterson, B.A.

Director of Athletics and Recreation
G.W. Chapman, B.Sc. (Phys. Ed.), M.Sc.

Director of Student Awards
K.J. Swift, B.Sc.

Warden of Hart House
R.M.A. Alway, B.A., M.A., Phil. M.

Award Winners 1989

Awards of Honour

Primary/Junior Award of Honour .....Robin Elaine Holmes
Junior/Intermediate Award of Honour .....Heather Gail Stubbs
Intermediate/Senior Award of Honour .....Brenda Lynn Kearns

Award for Outstanding Contribution

Award for Outstanding Contribution
to the Life of the Faculty .....Louigino Paonessa

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Faculty of Education

University of Toronto

Calendar

1991/92

Notice

Curriculum

At the time of printing, the courses described in this calendar are those intended to be offered in the academic year 1991-92. It may happen, however, that some courses will have to be changed in content or withdrawn. In such cases, the University and the Faculty of Education will make every effort to provide equivalent alternative instruction, but this cannot be guaranteed.

Limitation of Enrolment

The Faculty of Education reserves the right to limit the number of registrants in any course described in this calendar in cases where the Faculty's teaching and other resources cannot accommodate all the qualified applicants.

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario
M5S 2R7

Registrar's Office	
B.Ed./O.T.C. Program:	
Admissions	978-8833
Registered Students	978-5990
Continuing Education	978-5988
Transcripts and Records	978-5577
Institute of Child Study	978-3457
Technological Studies	978-3200

Faculty of Education

University of Toronto

Calendar

1991/92

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Sessional Dates 1991-92

1991

July 2-July 26	Summer Session
September 4,5	Registration B.Ed. Program
September 11	Classes begin
September 25	Last day for course changes
October 14	Thanksgiving Day - Faculty closed
October 11-25	Practice Teaching (1S)
October 21-November 8	Practice Teaching (PJ, JI)
November 13, 14, 15	Employment Preparation Program - no classes
November 18-29	Practice Teaching (1S)
November 25, 26	Health Conference (PJ, JI)
December 13	Classes end
December 16	Study Day
December 17-20	Examinations

1992

January 6	Classes resume
January 15	Second instalment of fees due
January 17	Last day for course changes
January 20-February 7	Practice Teaching (PJ, JI)
February 7-21	Practice Teaching (1S)
March 2-13	Annual Student Art Exhibition
March 9-13	Annual Children's Musical
March 16-20	Reading Week
March 23-April 9	Practice Teaching (PJ, JI, IS)
April 17	Good Friday - Faculty Closed
April 24	Classes end
April 27, 28	Study Days
April 29-May 8	Examinations

Faculty of Education Staff 1990-91

Dean
M.G. Fullan, B.A., M.A., PH.D.

Associate Deans
H.L. Ridge, B.Sc. (McM), M.A. (York), PH.D. (Conn.) (on leave)
J.W. MacDonald, B.A.(CAR), M.A., ED.D (HARV.) (acting)
M.A. Millar, B.A. (QU.) B.P.E. (McM), M.ED. (QU)

Registrar
E.C. Alleyne, B.A. (ALBION), M.A. (HOWARD), ED.D.

Associate Registrar
G.A. Whyte, B.A. (CAR.), B.J. (CAR.), Assoc. Prof.

Assistant Registrars
G.R. Hauser, B.A. (YORK), B.ED.
L.A. Genesi-Williams

Assistants to the Dean
M. Stager, B.A., M.SC. (RUTGERS)
M. de Pencier, B.A., (QU.), M.A., PH.D. (part-time)

Administrative Assistant to the Dean
G. Mitchell, B.A.

Professors Emeriti
W.A. Andrews, M.Sc. (W. ONT), B.ED.
R.P. Baine, M.A.
G.W. Bancroft, B.A. (McG), M.ED., PH.D.
C.L. Bedal, B.A. (QU.), M.ED.
U. Elliott, B.A. (LOND.), M.A. (W. ONT.)
B. Flint, M.A., DIP.C.S.
V.K. Gilbert, B.SC. (SYD.), M.ED., PH.D. (BRIST.)
M.F. Grapko, B.A. (MAN.), M.A., PH.D.
J.W. Greig, B.A. (QU.), M.ED., PH.D. (HARV.)
R.S. Harris, M.A., PH.D. (MICH.), HON.D.LIT. (W. ONT.)
S.L. Kong, C.M., B.A. (KUA KIU), M.ED (OTT.), PH.D. (OTT.), HON. LL.D.D. (KYUNG HEE)
H.M. Lang, B.A.(McM), M.ED.
R.J. Life, B.P.H.E., M.ED. *Obit*
W.G. London, B.A., M.ED. (N.Y.S.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.ED.
J.M. Patton, M.A., D.PAED., F.C.C.T.
G.A. Reid, B.COM., B.ED., M.A. (COL.), F.C.C.T.
J.C. Ricker, B.A., M.A.
W.E. Sager, C.D., B.A.
A.T. Sheehan, B.A., M.ED., PH.D., F.C.C.T.
A.F. Skinner, B.SD. (ST.A.), M.A. (ST.A.), M.A. (COL.), PH.D. (ST.A.), F.E.I.S.
G. Smith, M.A. (QU.)
J.H. Stevens, M.A.
G.E. Tait, B.A., B.PAED., ED.D.

Continuing Education
R.J. Smith, B.A., M.L.S., Assoc. Prof.

Educational Policy and Foundation Studies
J.D. Wood, M.A., PH.D., A.R.C.T., Prof., Chair
K.A. McLeod, B.A. (SASK.), M.ED. (SASK.), PH.D., Prof.
L.J. Stott, B.ED. (ALTA.), PH.D. (CALGARY). Prof.
T.W. Goodenough, B.A. (S.G.W.), B.A. (CANTAB), M.A. (ALTA.), Assoc. Prof.
S.T. Rusak, B.A. (OTT.), B.ED., PH.D. (ALTA.), Assoc. Prof.
S. Anderson, B.A. (TEXAS), M.A. (TEXAS), PH.D., Asst. Prof.
M. Beattie, B.A. (YORK), M.A., M.ED., Asst. Prof.
C. Rolheiser-Bennett, B.ED (ALTA.), M.ED. (OREGON), PH.D. (OREGON), Asst. Prof.

Educational Psychology
C.C. Brodeur, M.A. (FORDHAM), M.A. (PHIL.), PH.D., Assoc. Prof., Chair
R.W. Dent, M.A., PH.D., (MICH.ST.), Prof.
D.S.J. Shackel, M.A. (HONS.) (CANT.), PH.D., Prof.
C. Tan-Willman, B.S.E. (PHIL. NORM.), M.A. (PHIL.WOMAN'S), M.A. (MINN.), PH.D. (MINN.), Prof. (on leave)
A.B. Durell, M.A., PH.D., Assoc. Prof.
B.R. Eardley, B.S. (PENN.ST.), M.ED. (PENN.ST.), Assoc. Prof.
R. Pike, B.S.W., M.A., PH.D., Assoc. Prof.
J.L. Ellis, B.A. (CALGARY), M.A. (UBC), ED.D. (UBC), Asst. Prof.
E.E. Woodruff, B.Sc., B.ED., M.A., Lecturer

Elementary Education
G.W. Hunt, B.A., M.ED., ED.D. (U.S. INT.), Assoc. Prof., Chair
D.W. Booth, B.A. (McM.), M.ED. (DURH), Prof.
A.A. Bowers, B.A., M.ED. (QU.), Prof.
S.K. Harburn, B.SC. (ALTA.), M.ED. (SUNY), Assoc. Prof.
R.A. Martin, B.A.SC., M.ED., PH.D., Assoc. Prof.
D.R. Fleming, B.A. (McM.), M.ED., ED.D., Sr. Tutor
C.A. Hennessy,B.A. (McM), M.ED., ED.D., Sr. Tutor

Institute of Child Study
C. Corter, B.A. (DAVIDSON), PH.D. (N. CAROLINA), Prof., Chair
R.J. Volpe, B.A. (AKRON), M.A. (KENT ST.), PH.D. (ALTA.), Prof.
A.J. Biemiller, B.A. (HARV.), M.S. (CORN.), PH.D. (CORN.), Assoc. Prof.
J.P. Klein, B.A. (CORN.), M.A., PH.D., Assoc. Prof.
J.W. Astington, B.A., B.Sc. (LEEDS), M.A., PH.D., Asst. Prof.
J. Hardacre, B.A., M.ED., DIP.C.S., Sr. Tutor
M.A. Penner, B.A., M.ED., DIP.C.S., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor
P. Karal, M.A., PH.D., Lecturer (part-time)

Institute of Child Study Laboratory School

A.C. Cassidy, B.A. (MONTR.), DIP.C.S.
R.L. Ethier, B.A. (CONCORDIA), M.ED.
E.A. Hunter
M.A. Jaffary, B.A. DIP.C.S. (on leave)
J. Moss, B.A. (MICH.ST.), DIP.C.S.
A.E. Tough, M.A.

The Learning Consortium

N. Watson, B.A. (QUEENS), M.A. (YORK)

Library

D.C. George, B.A., M.L.S., Head Librarian
S.R. Dyas-Correia, B.A. (YORK), M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S., Librarian (part time)

Practice Teaching

D.W. Garth, B.COM. (QU.), Prof.
R.G. Burfield, B.A., B.ED., Assoc. Prof.

Secondary Education

D.I. Galbraith, B.SC. (W. ONT.), M.ED., Prof. Co-chair
H.A. Yeager, B.H.SC., M.ED., Assoc. Prof. Co-chair
J.L. Aitken, B.A., M.A. (DAL.) PH.D., Prof.
D.W. Alexander, B.A., M.SC., ED.D. (SUNY), Prof.
A.C. Coman, M.A. ord. (EDIN.), M.A.hons. (EDIN.), M.A., Prof.
F. Ebos, M.SC. (McM.), Prof.
D.L. Fraser, B.SC. (McM.), B.ED., M.A., Prof.
A. Gaydos, B.A., M.ED., PH.D. (OHIO ST.), Prof.
N. Kuzmich, MUS. BAC., M.A., Prof.
L.J. LaFave, B.ED. (ILL.ST.COLL.), M.B.A. (ROOSEVELT), Prof.
R.J. Shephard, M.A., ED.D. (HAWAII), Prof.
K.J. Weber, B.A., M.SC. (ED.) (GUELPH), Prof.
T.J.E. Wolfe, B.S.A., M.ED., Prof.
J.A.M. Emerson, M.A., Assoc. Prof.
D.F. Fawcett, B.P.H.E., M.A. (S.CALIF.), Assoc. Prof.
H.D. Gutteridge, M.A. Assoc. Prof.
H. Hainsworth, M.A., Assoc. Prof. (on leave)
L.R. Hill, M.A. Assoc. Prof.
B.G. Kelly, B.SC., M.SC., PH.D., Assoc. Prof.
P.A. Manuel, B.A., M.ED., Assoc. Prof.
G.D. Milbrandt, B.S.ED. (N.ILL.), M.ED. (N.ILL.), Assoc. Prof.
P.B. Robertson, B.P.H.E., B.A., M.ED., Assoc. Prof.
C.H. Wall, B.A., B.ED., M.A. (YORK), PH.D. (YORK), Assoc. Prof.
A. Gagne, B.ED. (McGILL), M.ED. (McGILL), Asst. Prof.
D.R. Thiessen, B.A. (W. ONT.), M.ED. (BR. COL.), D.PHIL. (SUSSEX), Asst. Prof.
A.N. Vibert, B.A. (ACADIA), B.ED. (MOUNT ST. VINCENT), PH.D. (NEW HAMPSHIRE), Asst. Prof.
R. Hrubi, DIP. PROF.FR.I'ET (IPFE, SORBONNE), Sr. Tutor
C.J. Lundy, B.A. (SGW), Sr. Tutor

Technology For Enhancing Learning Centre

R.D. Cook, B.A., M.A. (IOWA)

University of Toronto Schools

G.A. Fleming, B.A., M.ED., Principal
A. Dugal, B.A., Asst. Principal
D. Aliferis, B.A., M.A. (YORK), B.ED.
S. Baker, B.A., B.ED.
O.G. Barrett, B.P.H.E., B.ED.
C.M. Bernicchia-Freeman, B.ED., M.A. (NICE) (on leave)
T.J. Boucher, B.A. (MICH. ST.), M.S.L.S. (COL.)
D.F. Boutros, B.A. (ALEXANDRIA)
E. Buchanan, B.A. (W.ONT.), M.A. (McM.), PH.D. (McM.)
M.U. Collier, B.A. (YORK), M.A., B.ED.
D.T. Dingle, B.SC., B.D. (HARV.)
E. DiSante, B.A. (McM.), B.ED., M.A. (PARIS)
J.A. Fautley, MUS., BAC., B.ED.
N.D. Fox, B.COMM.
M.P. Gendron, M.A.
J. Kitchen, B.A., B.ED. (WINDSOR)
L. Laing, B.SC., B.ED., M.SC. (QU.), PH.E. (QU.)
D.J. Laurenson, B.SC., (AUCK.), M.MATH. (WAT.) (on leave)
N.E. Maier, B.A., M.A. (BR. COL.)
N.T. McLean, B.A. (on leave)
J.H. Mills, M.A. (QU.), B.ED.
D. Milne-Ives, B.SC. (QU.), M.SC. (DAL.), B.ED. (DAL.)
P.R.W. Moore, B.A., M.A., PH.D. (McM.)
F. Mustoe, B.SC. (BIRMINGHAM), B.ED., M.ED., PH.D. (WINDSOR)
C.W.M. Pace, B.A. (W. ONT.), B.S.W., M.ED.
A.M. Pereira-Castillo, B.A. (McM.), M.A., B.ED.
M.C. Recurt Reid, B.A. (W. ONT.), B.ED. (W. ONT.)
J. Stulac, B.P.H.E., B.A., B.ED.
F.R. Wakelin, B.P.H.E., B.ED.
W.G.J. Warden, B.A. (W. ONT.), M.A. (WINDSOR) (on secondment)

History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1980 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty of Toronto, was designated the *Ontario College of Education, University of Toronto.*

In the following years the College expanded its program, services, and facilities, and added a number of important departments: the Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory board. By the same agreement, the name was changed to *The College of Education, University of Toronto.* The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the *Faculty of Education, University of Toronto.*

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching (MAT and MScT) were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an MAT program in English and an MSCT program in mathematics were initiated.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
W.A. Millar	1987 - 1988
M.G. Fullan	1988

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required.

The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers through part-time study an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts/Science in Teaching degree is available.

Bachelor of Education Degree

Three options are offered in the one-year program:
Primary/Junior
or
Junior/Intermediate
or
Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Child Assessment and Counselling
or
Childhood Education*

*This area of concentration also leads to the Ontario Teacher's Certificate.

Admission

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency

English is the language of instruction for all courses at the Faculty with the exception of some offered by the Modern Language Education Department, and successful candidates receive certification to teach in schools where English is the language of instruction. Consequently, to be successful in Faculty courses and practice teaching, a candidate must demonstrate a high degree of proficiency in both oral and written English.

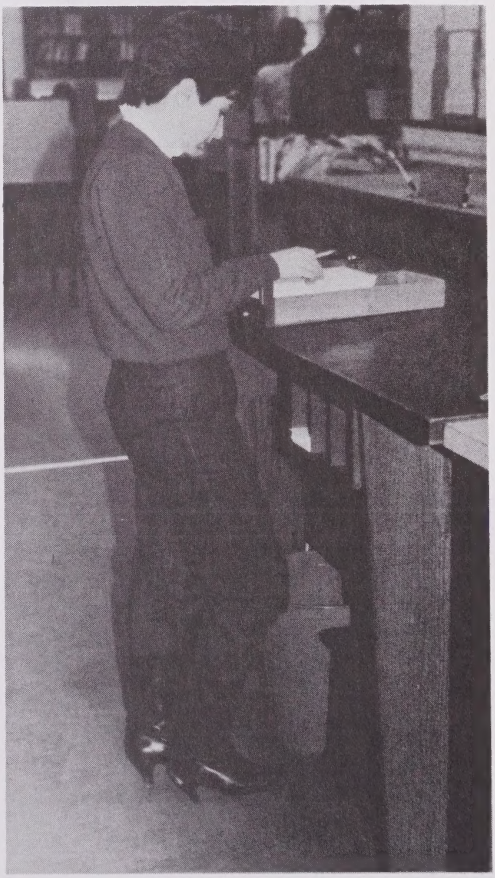
Candidates, including those whose first language is other than English, may request an assessment test of their proficiency by contacting the Registrar's Office. Test results will be useful in helping candidates determine their level of English language proficiency.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Ontario elementary or secondary schools.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admissions as the Council of the Faculty may determine.



Bachelor of Education and Ontario Teacher's Certificate Program

Application Procedure

Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

Documentation

Each applicant must submit the following:

— an official transcript of all degree credit courses completed to the date of application

— a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth

— satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)

— a photocopy of a certificate of change of name, where applicable

— a completed Faculty of Education Applicant Profile

— NOTE: documentation in a language other than English or French must be accompanied by an official translation.

Admission

Applicants must hold an approved degree from an accredited degree-granting institution, confered not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

Change of Courses

The last date for changing optional subjects or courses will be September 25. Thereafter changes may be made only with the approval of the Faculty Council.

Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37-42.

For Complementary Studies courses taken in the second semester, the last date for changing will be January 17.

The program has five components:

The Contemporary Classroom
Curriculum and Instruction
Foundations
Practice Teaching
Complementary Studies

In addition to the regular in-faculty program, there is a variety of school-based delivery options which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior program.

The Contemporary Classroom

The Contemporary Classroom EDU 6100

All Candidates proceeding to the Bachelor of Education degree are required to take this course.

Curriculum and Instruction (C & I)

Candidates must select one of the following areas of specialization:

Primary/Junior (junior kindergarten to grade 6)

Junior/Intermediate (grades 4 to 10)

Intermediate Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior
The C&I component of this program integrates the content of *Primary Education* EDU 1400 and *Junior Education* EDU 1410 in one course, *Primary/Junior Education* EDU 1420.

Junior/Intermediate
The C&I component of this program comprises three courses: *Junior Education* EDU 1410, *Intermediate Education* 1430 and one Intermediate Curriculum and Instruction course from those listed below. The content of EDU 1410 and EDU 1430 will be integrated in one course, *Junior/Intermediate* EDU 1450.

Dramatic Arts EDU 1071
English EDU 1101
Family Studies EDU 1161
French EDU 1111
Geography EDU 1441
History EDU 1151
Industrial Arts EDU 1171
Mathematics EDU 1221
Music — Instrumental EDU 1231
Music — Vocal EDU 1241
Physical and Health Education EDU 1251
Science EDU 1301
Visual Arts EDU 1011

Intermediate/Senior
The C&I component of this program comprises two courses from those listed below:
*Business Studies
  Accounting EDU 1340
  Data Processing EDU 1350
  Marketing and Merchandising EDU 1360
  Information Management (Secretarial) EDU 1370
Computer Science EDU 1040
Dramatic Arts EDU 1070
Economics EDU 1080
English EDU 1100
Environmental Science EDU 1380
Family Studies EDU 1160
French EDU 1110
Geography EDU 1440
German EDU 1140
History EDU 1150
Industrial Arts EDU 1170
Italian EDU 1190
Society: Challenge and Change
  (Man in Society) EDU 1270
Mathematics EDU 1220
Music — Instrumental EDU 1230
Music — Vocal EDU 1240
Physical and Health Education EDU 1250
Political Science EDU 1260
Science EDU 1300
Spanish EDU 1310
Visual Arts EDU 1010

**Candidates selecting Business Studies must choose both their courses from this category.*

Foundations

Candidates will take three Foundation courses, one from the department of Educational Psychology, and one each from List A and List B in the Department of Educational Policy and Foundation Studies.

Educational Psychology
Contemporary Issues in Educational Psychology EDU 3260
Learning and Human Behaviour EDU 3070
Teaching — an Interpersonal Process EDU 3110
Understanding Children and Youth EDU 3100
Individual Research Project (Educational Psychology) EDU 3270

Educational Policy and Foundation Studies

List A
Administration in the Modern Schools EDU 3050
Adult Education EDU 3280
Evaluation of Student Performance EDU 3040
The Individual Student and the School Program EDU 3030
Program Organization EDU 3020
Individual Research Project (Educational Policy and Foundation Studies) EDU 3240

List B
Authority and Freedom in School EDU 3190
Comparative Education EDU 3130
Cross-Cultural Education EDU 3210
Developing a Personal Philosophy of Education EDU 3140
The Development of Canadian Education EDU 3200
School and Society EDU 3160
Individual Research Project (Educational Policy and Foundation Studies) EDU 3240

Practice Teaching

Practice Teaching EDU 4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational setting for observation and practice teaching.

Complementary Studies

Candidates will select one of the following courses:

Art and Interdisciplinary Studies EDU 5020
Atypical Development EDU 5540
Children's Literature EDU 5040
Classroom Communication EDU 5390
Communication Arts in Modern English EDU 5050
Current Health Issues in School and Society EDU 5080
Design Education EDU 5090
Diagnosis and Remediation of Learning Difficulties in Mathematics EDU 5100
Drama in Elementary Education EDU 5110
Education of the Gifted EDU 5490
Educational Media EDU 5120
Environmental Studies EDU 5140
Explorations in Creative Learning and Teaching EDU 5400
Feature Films and TV in the Classroom EDU 5450
French as a Second Language, Junior EDU 5151
The Future and Education EDU 5452
Heritage Languages Education EDU 5160
Keyboarding in the Classroom EDU 5453
Language in the Schools EDU 5240
Life Skills for Secondary Students EDU 5520
Methods of Child Study EDU 5030
Multicultural/Intercultural Education EDU 5410
Music — General EDU 5550
Outdoor Education EDU 5200
Practical Skills for Constructing Teaching Aids EDU 5300
The Process of Becoming a Teacher EDU 5451
Reading in the Secondary School 5260
Recent Developments in the Teaching of Modern Languages EDU 5270
Recreational Mathematics EDU 5500
The Resource Centre and the Elementary School Teacher EDU 5430
The Resource Centre and the Secondary School Teacher EDU 5420
Values Education EDU 5210

Course Descriptions

Courses in the Bachelor of Education program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom (3 hours) EDU 6100

This course will address four significant aspects of education: computers in education, guidance practices, school law in Ontario and special education. Students will be introduced to: the use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher, including consultation, referals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and special education, with approaches to accommodate the needs of exceptional students.

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management (Secretarial), Marketing and Merchandising, and Keyboarding. Candidates will select any two of Accounting, Data Processing, Information Management (Secretarial), or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU 1340 (4 hours)

This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU 1350 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Marketing and Merchandising Intermediate/Senior EDU 1360 (4 hours)

An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Information Management (Secretarial) Intermediate/Senior EDU 1370 (4 hours)

The development of innovative and effective techniques for teaching modern business communications, and office procedures, with emphasis on advanced keyboarding, information processing and notemaking. Proficiency in keyboarding must be demonstrated.

Computer Science

Computer Science Intermediate/Senior EDU 1040 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society.
Facilities are provided for hands-on experience with microcomputers.
Prerequisites: Two post-secondary courses in computing, or approved field experience.

Dramatic Arts

Dramatic Arts Intermediate EDU 1071 (2 hours)

Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement, improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU 1070 (4 hours)

Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU 1080 (4 hours)

A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.
Prerequisites: Two university courses (6 credits) in economics.

English

English Intermediate EDU 1101 (2 hours)

An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior EDU 1100 (4 hours)

Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/Senior EDU 1380 (4 hours)

Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in science, geography or environmental science, or approved field experience.

Family Studies

Family Studies Intermediate EDU 1161 (2 hours)

An exploration of Family Studies concepts of significance to the young adolescent in the intermediate divisions. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in family studies.

Family Studies Intermediate/Senior EDU 1160 (4 hours)

An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource materials for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in family studies.

French

French Intermediate EDU 1111 (2 hours)

The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials,integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language EDU 5151 as their Complementary Studies requirement.

Prerequisites: Five university courses (15 credits) in French.

Proficiency in spoken and written French must be demonstrated. Language proficiency testing will be held in May or, for those unable to attend, during the first week of classes in September.

French Intermediate/Senior EDU 1110 (4 hours)

Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French.

Proficiency in spoken and written French must be demonstrated. Language proficiency tests will be held in May, or, for those unable to attend, during the first week of classes in September.

Geography

Geography Intermediate EDU 1441 (2 hours)

A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in geography.

Geography Intermediate/Senior EDU 1440 (4 hours)

Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in geography.

Geology

Geology Intermediate/Senior EDU 1130 (4 hours)

The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for the earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in geology.

Not offered in 1991-92.

German

German Intermediate/Senior EDU 1140 (4 hours)

This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German.

Proficiency in spoken and written German must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Greek

Greek Intermediate/Senior EDU 1210 (4 hours)

This course may be taken only in conjunction with Latin 1200. For course content see Latin 1200.

Prerequisites: Two university courses (6 credits) in Greek.

Not offered in 1991-92.

History

History Intermediate EDU 1151 (2 hours)

A series of lectures and seminars, using Ministry guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in history.

History Intermediate/Senior EDU 1150 (4 hours)

Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in history.

Industrial Arts

Industrial Arts EDU 1171/1170 (7 hours)

The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools, to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education EDU 5090 as their Complementary Studies course.

Intermediate Education

Intermediate Education EDU 1430 (3 hours)

A study of curriculum content and teaching strategies in grades 7 and 8. Instruction is given in general methods, classroom management and specific approaches to teaching language arts, mathematics, science and social studies. This course is offered only in the Junior/Intermediate program.

Italian

Italian Intermediate/Senior EDU 1190 (4 hours)

This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Languages Program on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian.

Proficiency in spoken and written Italian must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Junior Education

Junior Education EDU 1410 (5 hours)

This course deals with the content and teaching methods related to curricula in the junior division (grades 4 to 6) of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU 1410 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin

Latin Intermediate/Senior EDU 1200 (4 hours)

An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Not offered in 1991-92.

Society: Challenge and Change (Man in Society)

Society: Challenge and Change (Man in Society) Intermediate/Senior EDU 1270 (4 hours)

Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course. Society: Challenge and Change (Man in Society). Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

Mathematics Education

Mathematics Education Intermediate EDU 1221 (2 hours)

A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry's Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Education Intermediate/Senior EDU 1220 (4 hours)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics and problem solving.

Music

Candidates may select only one of the following: EDU 1231, EDU 1230, EDU 1241 or EDU 1240. They must also take Music General EDU 5550 as their Complementary Studies course.

Music — Instrumental Intermediate EDU 1231 (2 hours)

Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music — Instrumental Intermediate/Senior EDU 1230 (4 hours)

Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for intermediate/senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry guidelines.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music — Vocal Intermediate EDU 1241 (2 hours)

An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Music — Vocal Intermediate/Senior EDU 1240 (4 hours)

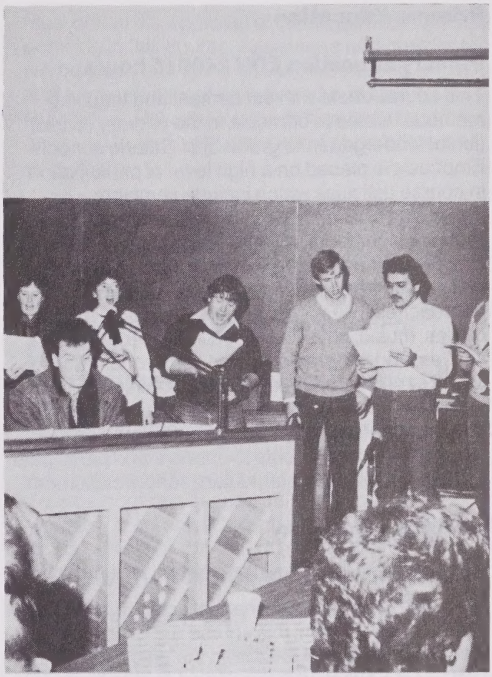
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving, implementation of the different teaching styles, and the design of units reflecting the aims and objectives in the Ministry guidelines.

Prerequisites: Two university courses (6 credits) in music, or background.

Physical and Health Education

Physical and Health Education Intermediate EDU 1251 (4 hours)

An overview of the theory and practice of teaching



physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU 1250 (4 hours)

The theory and practice of physical and health education. Emphasis is on methodology, curriculum, design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science

Political Science Intermediate/Senior EDU 1260 (4 hours)

Lectures, seminars, and demonstrations on the following topics: political science as a discipline and its place in the secondary schools; the government of Canada — machinery, process, performance, and participation; principles of course construction — group preparation and presentation of representative units selected from the Ministry guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in political science.

Primary Education

Primary Education EDU 1400 (5 hours)

This course deals with the content and teaching methods related to curricula in the primary division (junior kindergarten to grade 3) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU 1400 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science Education

Science Intermediate EDU 1301 (2 hours)

Designed to prepare teachers of science in the intermediate division, this course explores the teaching of selected units from the guidelines of the Ministry of Education through workshops, lectures, and laboratories. Attention will be paid to the skills of lesson planning, class management, and the matching of content and strategies to student characteristics. Consideration will be given to aims and objectives, selecting resource material, and the maintenance and use of science equipment.

Prerequisites: Three university courses (9 credits) in science.

Science Intermediate/Senior EDU 1300 (4 hours)

Designed to prepare teachers of science in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry guidelines, the skills of lesson planning, classroom management, and practical teaching techniques. Content, strategies, and methods of evaluation are matched to student characteristics. Candidates will participate in workshops and laboratory activities.

Prerequisites: Five university courses (15 credits) in science.

Senior Education

Senior Education EDU 9610

Any two subjects from those listed under the Intermediate/Senior program (see page 11).

Spanish

Spanish Intermediate/Senior EDU 1310 (4 hours)

A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skills areas, evaluation techniques, use of audio visual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish.

Proficiency in spoken and written Spanish must be demonstrated. Language proficiency testing will be held in May, or, for those unable to attend, during the first week of classes in September.

Visual Arts

Visual Arts Intermediate EDU 1011 (4 hours)

Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.

Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU 1010 (6 hours)

Three major areas of study: history, philosophy and current practice of art education; instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in visual arts, or post-secondary equivalent. Candidates must have studio-oriented experience.

All Foundation courses are 2 hours per week.

Educational Psychology

Contemporary Issues in Educational Psychology EDU 3260

This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline.

This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU 3070

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching — An Interpersonal Process EDU 3110

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU 3100

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project EDU 3270 (Educational Psychology)

A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

List A

Administration in the Modern School EDU 3050

A practical study of the organization and use of school resources and services to provide effective educational programs in elementary and secondary schools. Emphasis will be on the role of the teacher in discipline, staff relationships, organization of classes, community and public relations, and reporting to parents. Collective bargaining, the legal status of teachers, theory of organizations, and leadership styles will also be discussed.

Adult Education EDU 3280

A study of adult education programs offered by public, private, and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Evaluation of Student Performance EDU 3040

A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and marking of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do no require a background in mathematics for this course.

The Individual Student and the School Program EDU 3030

An examination of individual differences and the ways in which they are accommodated by the schools and by the Ministry through its policies and guidelines. A study of the principles of change provides background for the discussion of innovative teaching and organizational patterns, including non-graded and alternative schools, continuous progress, internal social groupings, independent study, timetabling, and other related topics. Field experience, which can be combined with another practicum, may be included for students in some sections of this course.

Program Organization EDU 3020

An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Individual Research Project EDU 3240 (Educational Policy and Foundation Studies)

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project. This course may be taken as either a List A or as a List B course, but not both.

List B

Authority and Freedom in School EDU 3190

Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Comparative Education EDU 3130

A consideration of education in various countries. Topics to be examined include curriculum, role of teachers, and the aims, structure, and control of education. These will be related to the social, economic, and political systems in the countries concerned, and their underlying assumptions and ideologies. An analysis of the Canadian systems of education (federal, provincial, and territorial) will serve as the basis for comparison.

Cross-Cultural Education EDU 3210

An examination of the social, economic, political, and cultural factors affecting education in a pluralistic society. Topics will include: ethnic group structure, ethnic prejudice and discrimination, social class, poverty, sex roles and immigrant education. The stress will be on intercultural understanding.

Developing a Personal Philosophy of Education EDU 3140

A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

The Development of Canadian Education EDU 3200

A critical overview of the main influences, problems, and changes in Canadian education, with emphasis on the development of the school system in Ontario. Some of the topics to be examined are: the functions schooling has performed; traditional and progressive education; family life and the concepts of childhood and adolescence; changes in the roles of teacher and student; and the influence of social, economic, and political factors on education.

School and Society EDU 3160

A study of current issues in the school. Topics will include socio-cultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Individual Research Project EDU 3240 (Educational Policy and Foundation Studies)

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project. This course may be taken as either a List A or as a List B course, but not both.

Practice Teaching EDU 4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made only in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

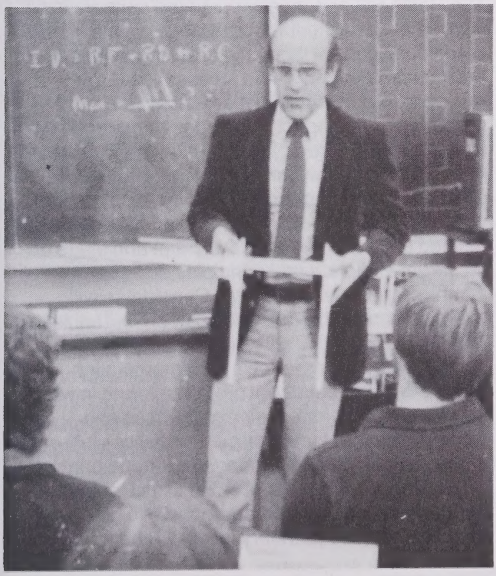
Boards of Education

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-Wentworth R.C.S.S.
Metropolitan Toronto R.C.S.S.
North York
Peel
Scarborough
Simcoe
Simcoe R.C.S.S.
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations

(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region Conservation Authority
Royal Ontario Museum
University of Toronto Schools



Complementary Studies courses are the equivalent of 1 hour per week.

Art and Interdisciplinary Studies EDU 5020

An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage inderdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Background in art is not essential.

Atypical Development EDU 5540

This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

Children's Literature EDU 5040

An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems,and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

Classroom Communication EDU 5390

The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with Learning and Human Behaviour EDU 3070, or Contemporary Issues in Educational Psychology EDU 3260.

Communication Arts in Modern English EDU 5050

A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Culture and Society as They Relate to the Teaching of French EDU 5070

This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.
Not offered in 1991-92.

Current Health Issues in School and Society EDU 5080

Experimental learning with groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

Design Education EDU 5090

An exploration of designing as a decision-making and problem-solving activity through practical construction projects. Teaching units with supporting resources will be developed, interdisciplinary in emphasis, applicable to elementary and secondary classrooms.

Diagnosis and Remediation of Learning Difficulties in Mathematics EDU 5100

A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic. Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

Drama in Elementary Education EDU 5110

A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and playmaking.

Education of the Gifted EDU 5490

Candidates will explore current issues in the field with particular attention to the nature of giftedness, assessment and identification of gifted young people, acceleration, streaming and mainstreaming, and enrichment.

Educational Media EDU 5120

A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

Environmental Studies EDU 5140

An introductory course on the teaching of basic ecological principles with an emphasis on the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater, ecology, terrestrial ecology, environment pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

Explorations in Creative Learning and Teaching EDU 5400

A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

Feature Films and TV in the Classroom EDU 5450

This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as "text" with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

French as a Second Language, Junior EDU 5151

The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. Open only to students enrolled in *French Intermediate EDU 1111.*

The Future and Education EDU 5452

This course explores three key aspects of the future and education: first, a panoramic overview of alternative futures and global issues such as the environment, population, peace and human rights; second, the most likely future for schooling, teach/learning, and content; third, how the teaching of every subject can incorporate a global or futures perspective.

Heritage Languages Education EDU 5160

The Heritage Languages course will concern itself with the place of Heritage Languages in the school curriculum, current language teaching approaches and their antecedents, and an examination of the role of culture teaching in the Heritage Languages classroom. The impact of Heritage Languages on students' general learning as described in current research findings will also be examined. Candidates will have the opportunity to develop curricula which take into account the importance of carefully defined aims and objectives, the age and stage of the target audience and principles of lesson planning and syllabus design. Candidates will examine various models of classroom organization and also be provided with the opportunity for implementing their curricula in demonstration situations. The course will provide a forum in which candidates can share their experiences and discover the cross-cultural commonalities inherent in teaching Heritage Languages. General principles of language teaching, applicable to all Heritage Languages contexts and appropriate to both elementary and secondary levels will be emphasized.

Keyboarding in the Classroom EDU 5453

This course is an introduction to the current methodology associated with the effective teaching of keyboarding skills at various grade levels. Keyboarding proficiency is recommended, but is not a prerequisite.

Language in the Schools EDU 5240

An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study and grammar programs in the schools; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.

Life Skills for Secondary Students EDU 5520

Rationale, teaching strategies, and resources for incorporating life skills into the curricula of secondary schools. Emphasis will be on the selection and development of learning materials for areas such as nutrition, family and consumer interests, parenting education, resource management, and self-concept. Students will have the opportunity to design individualized programs geared to their particular subjects or grade-level interests, and to investigate the use of community resources.

Methods of Child Study EDU 5030

An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

Multicultural/Intercultural Education EDU 5410

An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.

Music — General EDU 5550 (2 hours)

A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. Available only to students enrolled in *Music-Instrumental* (EDU 1230 or EDU 1231) or *Music — Vocal* (EDU 1240 or EDU 1241).

Outdoor Education EDU 5200

An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

The Process of Becoming a Teacher EDU 5451

Candidates will examine the process and stages that prospective teachers go through in making the transition into the profession. Topics for discussion will include: teaching styles, professionalism and values, the relationship of theory and practice, student teaching and working with associates. The course will also examine the expectations for the first year of teaching, managing stress, interacting with students, and mentoring and coaching. The course will operate in a seminar format employing individual and group presentations.

Practical Skills for Constructing Teaching Aids EDU 5300

A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

Reading in the Secondary School EDU 5260

An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

Recent Development in the Teaching of Modern Languages EDU 5270

Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

Recreational Mathematics EDU 5500

A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation. Classes consist of workshops, seminars, and media presentations. Emphasis will be on the development of learning materials.

The Resource Centre and the Elementary School Teacher EDU 5430

This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

The Resource Centre and the Secondary School Teacher EDU 5420

This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

Speech — Passport to Communication EDU 5330

A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.

Not offered in 1991-92.

Teaching Current Events through the Media EDU 5470

A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.

Not offered in 1991-92.

Teaching Social Issues EDU 5440

The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.

Not offered in 1991-92.

The Understanding and Personal Use of Computers EDU 5060

Designed for the individual who wishes to obtain an understanding of how personal computers can be used in education. The course will be taught in a non-technical manner and supplement the content of the Computer Awareness component of *The Contemporary Classroom*. Emphasis of this course will be on the use of computers in the learning process and the examination of computer learning materials. Computer facilities which include two microcomputer classrooms with a variety of computers, are available for student use. May be taken only by Primary/Junior and Junior/Intermediate students.

The Use of Graphic Illustrations in the Classroom EDU 5480

A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.

Not offered in 1991-92.

Values Education EDU 5210

An examination of both traditional and contemporary approaches to the study of values. Course participants will analyse the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Programs in Technological Studies

One-Year Program

The Faculty offers a one-year program to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who submit to the Registrar, proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1969 are eligible for the Bachelor of Education Degree.

Applicants must meet the following admission requirements:

1 Secondary school graduation, or its equivalent as determined by the Ministry of Education.

2 One of:
- five years of wage-earning business or industrial experience in an approved area of technological studies (see below),

  or
- a combination of post-graduate 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment.

3 Proof of competence in one area of technological studies at both the basic and related advanced level.

Areas of Technological Studies

Basic Level	Advanced Level
Construction	*Construction*
Building Maintenance	Building Maintenance
Painting & Decorating	Painting & Decorating
Plumbing	Plumbing*
Refrigeration	Refrigeration*
Air Conditioning	Air Conditioning*
Heating	Heating, Ventilation
Trowel Trades	Plaster
	Concrete
	Masonry
Woodwork	Carpentry*
	Cabinet Making*
Electrical	*Electrical*
Electricity	Electricity — Installation & Maintenance*
	Electrical Theory & Test+
Electronics	Electronics—Computer+
	Electronics — General+
Food Services	*Food Services*
Food Services	Baking Food Services*+
	Commercial Food Services*+
	Domestic Food Services*+

Basic Level	Advanced Level
Graphics	*Graphics*
Drafting	Architectural Drafting
	Mechanical Drafting
	Systems Drafting
Graphic Arts	Printing
	Photography
Vocational Arts	Vocational Arts+
Horticulture	*Horticulture*
Horticulture — General	Horticulture — General+
Manufacturing	*Manufacturing*
Foundry Practice	Casting
	Patternmaking
Machine Shop	Machine Shop*
Power Transmission & Control	Industrial Physics+
Sheet Metal	Sheet Metal*
Welding	Welding
Materials, Processes & Design	*Materials, Processes & Design*
Project Design	Project Design
Music	*Music*
Music	Music — Instrumental+
	Music — Vocal+
Natural Resources	*Natural Resources*
Natural Resources Management	Natural Resources Management
Personal Services	*Personal Services*
Cosmetology	Cosmetology*
Home & Family Care	Home & Family Care+
Hospital Services	Hospital Services+
Textiles	*Textiles*
Textile Maintenance (Dry Cleaning)	Textile Maintenance
Textiles & Clothing (Basic Sewing/Dress)	Textiles & Clothing
Upholstery	Upholstery
Transportation	*Transportation*
Aircraft	Aircraft
Auto Body	Auto Body*
Automotive	Automotive*
Small Engines	Small Engines

* Requires a current Ministry of Colleges and Universities Certification of Qualification (C of Q).

\+ Requires a three-year diploma or equivalent from a polytechnical institute, college of applied arts and technology, or school of horticulture.

*+ Requires a current Ministry of Colleges and Universities Certificate of Qualification (C of Q) and a three-year diploma or equivalent from a polytechnical institute or college of applied arts and technology.

Application Procedure
Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

Documentation
Each applicant must submit the following:

— official transcripts of a secondary school graduation diploma, a college of applied arts and technology diploma and/or degrees where applicable
— a photocopy of a Canadian birth certificate or documents in the case of a person not born in Canada, showing the basis upon which the candidate is present in Canada including date and place of birth
— satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
— a photocopy of a certificate of change of name, if applicable
— a completed Faculty of Education Applicant Profile
— a completed Technological Studies Student Information form
— documented proof of wage-earning experience

NOTE: documentation in a language other than English or French must be accompanied by an official translation.

Technical Proficiency Examinations
Candidates will be required to pass examinations in both the theory and practice of the teaching subject(s) in which they seek certification. These examinations will be based on the fundamental principles, operations, processes, and skills of the subject(s) as determined by Ministry of Education guidelines and by the Faculty.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 37-42.

Spring Program
This program when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry, a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education degree or the Diploma in Technical Education.

Not offered in 1991-92.

Program of Studies

The Program has five components:
- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom ETS 6100 (3 hours)

This course will introduce four significant educational concerns: computer awareness, guidance practices, school law in Ontario and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; guidance methods and practices for the classroom teacher including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and, the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS 1010 (6 hours)

This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

Concepts and Practices in Teaching Related-Technologies ETS 1030 (3 hours)

Students will experience the various strategies employed to provide a viable, related-technology program through observation and practice. A variety of activities will include in-class mini programs, as well as visitations to selected mentors and field trips to on-site laboratories, large group presentations by acknowledged leaders in the field, and small group discussions and experiences with related-technology student colleagues.

Foundations

Curriculum Development for Technological Studies ETS 3030 (2 hours)

A course based on the Ministry guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

Introduction to Psychology for Teachers of Technological Studies ETS 3050 (2 hours)

The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

History and Philosophy of Technological Studies ETS 3070 (2 hours)

A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

Practice Teaching ETS 4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments, will be required to do a make-up session at the end of the session.

Complementary Studies

Communication Arts in Modern English ETS 5050 (1 hour)

Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analyses. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Institute of Child Study

The Institute of Child Study is a centre of professional training in Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, serves primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study — the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate graduate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

Inquiries concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Programs Leading to the Diploma in Child Study

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Childhood Education.

Child Assessment and Counselling

Two-Year Program

Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Childhood Education

Two-year Program

Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program

Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program

The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer. for details see the F.E.U.T. Continuing Education *Prospectus.*

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Application forms obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name where applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits.

NOTE: documentation in a language other than English or French must be accompanied by an official transcript.

Childhood Education

On successful completion of the two-year program, students will be awarded the Diploma in Child Study by the University of Toronto, and will be recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child will include current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students will be responsible for developing programs for children in the laboratory school. Further practice will be arranged in elementary schools and in areas of special interest to the student.

First Year

Studying the Child in Educational Settings ICS 1001
Children, Classrooms and Teaching ICS 2120
Curriculum Design and Implementation ICS 2122
Practicum ICS 2124

Two half-course electives: See below. One of these must be a core elective.*

Second Year

Socialization, Social Development, and Family Life ICS 2210
Programming for Young Children ICS 2230
Advanced Practicum ICS 2231

One elective: See below.

Electives

Child Development (half course) ICS 1002*
Issues in Child Development (half course) ICS 1003*
Development in Infancy (half course) ICS 1004*
Exceptional Children (half course) ICS 1011
Seminar and Practicum in Infant Assessment ICS 4061
Independent Study ICS 4062
Independent Study (half course) ICS 4063
Independent Study (half course) ICS 4064
Teaching Exceptional Children ICS 4070
The Psychology of Pedagogy of Reading (half course) ICS 4074
Play, a Medium for Learning (half course) ICS 4078
Special Topics in Child Study (half course) ICS 4081
Special Topics in Child Study (half course) ICS 4082
Rorschach Analysis (half course) ICS 4256
Any Complementary Studies course from the B.ED. Program (see pages 21-24).

Child Assessment and Counselling

In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. A placement of two days per week in a school or clinical setting is required in the second year to permit the practice of the theories and techniques studies.

First Year

Studying the Child in Educational Settings ICS 1001
Assessment of Children's Intellectual Functioning ICS 3140
Assessment of Children's Social and Emotional Functioning (half course) ICS 3141
Family Systems (half course) ICS 3143
Introduction to Facilitative Interviewing (half course) ICS 3144

Two half-course electives: See below. One of these must be a core elective.*

Second Year

Principles of Child Management (half course) ICS 3250
Selected Topics in Clinical Practice ICS 3251
Counselling Individuals and Families (half course) ICS 3252
Theories of Counselling (half course) ICS 3253
Seminar and Practicum in Assessment and Counselling ICS 3255

One elective: See below.

Electives

Child Development (half course) ICS 1002*
Issues in Child Development (half course) ICS 1003*
Development in Infancy (half course) ICS 1004*
Exceptional Children (half course) ICS 1011
Seminar and Practicum in Infant Assessment ICS 4061
Independent Study ICS 4062
Independent Study (half course) ICS 4063
Independent Study (half course) ICS 4064
Teaching Exceptional Children ICS 4070
The Psychology of Pedagogy of Reading (half course) ICS 4074
Play, a Medium for Learning (half course) ICS 4078
Special Topics in Child Study (half course) ICS 4081
Special Topics in Child Study (half course) ICS 4082
Rorschach Analysis (half course) ICS 4256
Any Complementary Studies course from the B.ED. Program (see pages 21-24).

*Core Electives.

Studying the Child in Educational Settings ICS 1001

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of the children in diverse educational settings.

The role of the practitioner as critical inquirer will be emphasized both in relation to relevant theoretical orientations and field practice.

Child Development (half course) ICS 1002

An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

Issues in Child Development (half course) ICS 1003

This course examines particular theoretical and practical issues in child development. The aim of the course is to acquaint students with a variety of issues so they will come to see that theorizing and research are important and relevant to social issues and practical questions of child development.

Development in Infancy (half course) ICS 1004

An examination of conditions during the prenatal and infant period of development that will have an impact on later development.

Exceptional Children (half course) ICS 1011

A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

Children, Classrooms and Teaching ICS 2120

An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

Curriculum Design and Implementation ICS 2122

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

Teaching Practicum ICS 2124

Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

Socialization, Social Development, and Family Life ICS 2210

An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Programming for Young Children ICS 2230

A course designed to familiarize students with various approaches to childhood education, their underlying philosophies and assumptions. The implications of these approaches for programming will be studied.

Advanced Teaching Practicum ICS 2231

An opportunity to design and implement a program for children who are attending the Institute's laboratory school. Students will also develop skills in assessing and reporting children's progress, and in interacting with parents. Further practice will be provided in kindergarten, primary, and special education settings in either public or separate schools.

Assessment of Children's Intellectual Functioning ICS 3140

A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretating of intellectual assessments is included. Clear report writing is emphasized.

Assessment of Children's Social and Emotional Functioning (half course) ICS 3141

An introduction to theories and methods of assessing social and emotional functioning.

Family Systems (half course) ICS 3143

A study of approaches to family structure, functions, and values. Different approaches to child rearing will be examined.

Introduction to Facilitative Interviewing (half course) ICS 3144

An introduction to basic concepts in interviewing. Through class participation and the use of videotape, students will become aware of their own attitudes or actions that help or hinder this process.

Principles of Child Management (half course) ICS 3250

An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

Selected Topics in Clinical Practice ICS 3251

Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; wit and humour; and women's studies.

Counselling Individuals and Families (half course) ICS 3252

A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

Theories of Counselling (half course) ICS 3253

An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

Seminar and Practicum in Assessment and Counselling ICS 3255

Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

Seminar and Practicum in Infant Assessment ICS 4061

A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard development test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed.

Prerequisite: Course 1004 or equivalent.

Independent Study ICS 4062

Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Independent Study (half course) ICS 4063/ICS 4064

Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Teaching Exceptional Children ICS 4070

This course offers an introduction to and overview of the characteristics of exceptional children as well as an overivew of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.

The course fulfills the Ontario Ministry of Education requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

The Psychology and Pedagogy of Reading (half course) ICS 4074

This course will examine the reading process from four perspectives: how individuals learn to read; some of the factors that affect the ability to read, and how these factors can be modified to improve reading ability; how contemporary practice in reading pedagogy and in assessment connects to reading theory; and how an understanding of the reading process can enrich practice in the teaching and assessment of reading. The principal objective of the course is to help students become informed practitioners in the teaching and assessment of reading and to develop a long-term interest in developments in the field.

Play, a Medium for Learning (half course) ICS 4078

An exploration of the role of "play" in the development and education of children, with an emphasis on the observation, analysis and interpretation of play activity. Topics will include the contribution of play to literacy, numeracy, basic thinking skills and problem solving, as well as to social competence and mental health.

Special Topics in Child Study (half course) ICS 4081/ICS 4082

A course designed to permit the study, in a formal classroom setting, of a specific area of child study not already covered in the courses listed for the current year. Topics will be announced in registration materials mailed out during the summer.

Rorschach Analysis (half course) ICS 4256

Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

Continuing Education

Additional Qualifications for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of divisional, one-session, three-session Specialist, and Honour Specialist courses. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education *Prospectus.*

One-Session Divisional

These courses are offered to holders of an approved university degree and an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in an additional area:

- Primary
- Junior
- Intermediate
- Senior

One-Session Specific

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing who wish to acquire qualifications in the specific area.

- Adult Education
- Associate Teacher
- Childhood Education
- Entrepreneurial Studies
- Law
- Teaching Writing

Three-Session Specialist

These courses are offered to holders of an O.T.C. or Temporary Letter of Standing who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Specialist. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

- Accounting
- Computer Studies/Computer Science
- Computers in the Classroom
- Co-operative Education
- Data Processing
- Dramatic Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Marketing
- Media
- Multiculturalism in Education
- Music — Instrumental
- Music — Vocal (P/J)
- Music — Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Secretarial/Information Management
- Science (P/J)
- Special Education
- Visual Arts

One-Session Honour Specialist

These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification.

- Biology
- Business Education
- Chemistry
- Computer Science
- Dramatic Arts
- Economics
- English
- Environmental Science
- Family Studies
- French
- Geography
- Geology
- German
- History
- Italian
- Man in Society
  (Society: Challenge and Change)
- Mathematics
- Music
- Physical and Health Education
- Physics
- Political Science
- Science
- Spanish
- Visual Arts

Applications
Registrar's Office, Faculty of Education
(978-5988)

Additional Qualifications Technological Studies

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

1 Basic Level Technological Studies

a For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b For applicants who have the O.T.C. without qualifications in technological studies but with one of

- five years of wage-earning business or industrial experience in an approved area of technological studies, or
- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

NOTE: In subject areas where classes are not offered, a basic qualification may be obtained in the winter session through the Individual Study Program.

2 Advanced Level Technological Studies

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of continuous full-time business or industrial experience in the area for which the advanced level qualification is sought.*

3 Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a Entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least

- three** of the technological studies subjects listed on pages 25-26 including at least one at both the basic and the advanced levels, or
- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, or Visual Arts.

b two years of successful teaching experience in technological studies in Ontario

c one year of full-time post-secondary education or equivalent

* Candidates must pass written and practical examinations to test their skills in the subjects concerned.

** One of these may be Industrial Arts Part I.

Applications
Registrar's Office, Faculty of Education
(978-5988)

Master of Arts/Science in Teaching Degree

The primary aim of the Master of Arts/Science in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specializations are currently available in English and Mathematics.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.

2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts/Science in Teaching are required to complete four full graduate courses, or equivalent, as follows:

— two integrated courses

— one special course in educational aspects of the core discipline

— one course in the department of specialization

Depending on the background and particular needs and interest of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries regarding Specializations in English and Mathematics

Associate Dean (Academic) (416) 978-2909

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto M5S 1A1

Faculty and University Information

Grading Practices Policy Bachelor of Education and Diploma in Technical Education Programs

A. Evaluation Procedures — Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   i) a list of all assignments, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) a statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).
2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.
3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
5. At least one piece of term work which is a part of the evaluation of a student performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.
2. An interim performance evaluation for each practice teaching session with feedback to the student.
3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies and the compulsory course — The Contemporary Classroom.
2. Grades in the Curriculum and instruction subjects and Foundations will be reported in the letter grade scale of A, B, C, D, FX, without modifiers. Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail (H/P/FL). Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade as a No Credit (NCR). Grades in the Contemporary Classroom will be reported as a Credit (CR) or No Credit (NCR).
3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade meaning	Scale of Numerical Marks	Translation Table
A	Excellent	80-100%	87%
B	Good	70-79%	75%
C	Adequate	60-69%	65%
D	Marginal	50-59%	55%
FX	Inadequate	00-49%	25%

Grade Scale for Complementary Studies — Honours/Pass/Fail (H/P/FL)

Letter Grade	Grade	Grade Meaning
H	Honours	Outstanding
P	Pass	Satisfactory
FL	Fail	Unsatisfactory

Grade Scale for Practice Teaching and the Contemporary Classroom — Credit/No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:
   i) A minimum of a C average in each of the following parts of the program:
      — Curriculum and Instruction*
      — Foundations
   ii) a minimum of a D grade in each course in:
      — Curriculum and Instruction
      — Foundations
   iii) an Honours or a Pass grade in:
      — the Complementary Studies course
   iv) a Credit (CR) in:
      — Practice Teaching**
      — The Contemporary Classroom

* For Junior/Intermediate candidates the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in each scheduled practice teaching session. A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching after the completion of the academic year, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program, and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate.

D. Supplemental Privileges

1. A candidate may have supplemental privileges in a course in which a FX or FL has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.
2. A candidate who receives a D grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the D grade has reduced the average in that part to less than a C.
3. There are no supplemental privileges for the Practice Teaching part of the program.
4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.
5. A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty.
   i) by taking an examination during July or August;
   ii) by otherwise satisfying the requirements of the department(s) concerned.
6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.
7. No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Council of the Faculty.

E. Student Access to Examination Papers

1. Copies of final examination papers for the preceding five academic years are available in the Faculty Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Academic). In those cases, an exemption notice will be filed in place of the copy of the examination.
2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Academic), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following priniciples shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner recognizing their freedom of choice to attend class or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Academic), shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Academic), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council is required. If the Faculty Council cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

Appeals

There is a five stage appeals procedure. In the first instance, the appeal should be made, in writing, to the instructor concerned.

If this fails to satisfy, successive appeals, in writing, may be made until the problem is resolved, to the following:

— the department Chairperson
— the Appeals Committee of the Faculty Council
— the Divisional Appeals Committee of the Faculty
— the Academic Appeals Board

An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after the decision from which the appeals is being taken has been communicated in writing to the appellant.

At the first four levels, appeals must be initiated within two weeks of receiving the grade or decision. All appeals must be made in writing.

Complete details of the appeals procedure may by obtained from the Registrar's office.

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee.

Access to Official Student Academic Records

In accordance with the *Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto,* students may obtain access to their academic records upon written request to the Registrar of the Faculty. The full text of this policy is available in the Registrar's office.

(1) Access by a Student

(i) Students may examine and have copies made of their academic records as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference and appraisals (Section 3(b)(V) of the policy) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

(ii) Students' requests to examine a part of their academic records shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

(iii) Students have the right to challenge the accuracy of their academic record with the exception of the material specifically excluded in Section (i) above and to have their official student academic records supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments does not appear on reports such as transcripts or statements of results.

(iv) It is assumed that all documents relating to petitions and appeals and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in Issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

(v) With respect to those portions of the official student academic record defined in Section 3(b) of the policy, students who leave the University for a period longer than two years and subsequently re-enrol have access to only those records which were created during their current period of registration.

(2) Access by Alumni and Former Students:

(i) Alumni and former students may examine and have copies made of their academic records as defined in Section 3(a) of the policy.

(ii) Requests from alumni and former students to examine the academic record as defined in Section 3(a) of the policy shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

(iii) Alumni and former students shall have the right to challenge the accuracy of their academic records only under such terms and conditions as the academic division may determine and publish in the divisional calendar.

(3) Access by University Staff

Members of the teaching and administrative staff of the university shall have access to relevant portions of a student's academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office. Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni Affairs shall have access to appropriate personal information on students for the purpose of maintaining contact with students after they graduate.

(4) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the residence address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association for Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the residence address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

— The name and address information is not released to a third party.
— The name and address information is not used for commercial purposes.
— The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
— The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
— The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

(5) Access by others

(i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:
— the academic division(s) and the session(s) in which a student is or has been registered,
— degree(s) received and date(s) of convocation.

(ii) An other information contained in the academic record of a student, (including the student's comments generated under Section I (iii) above but with the exception of the material specifically excluded in Section I (i) above, shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students shall also be governed by the above provisions contained in the portion of the academic record as defined in Section 3(a)(i) of the policy.

(iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes by the academic division maintaining these record.

(6) Refusal of access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts. The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

(7) Custody and retention of student academic records

(i) Academic records are normally under the custodial responsibility of the academic division. Every academic division maintaining academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy. When the portions of the academic records defined in Section 3(b) of the policy have fulfilled the administrative purposes for which they were collected, those documents possessing archival values as determined by the University Archivist shall be deposited in the University Archives. Documents lacking archival value shall be destroyed.

(ii) Those portions of the student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

(iii) Student academic records preserved in the University Archives because of their archival value shall become open to researchers seventy-five years after a student has ceased to be registered.

University Discipline

1 *Academic*

The Governing Council of the University of Toronto has approved a Code of Behaviour regarding academic discipline applying to all students and members of the teaching staff of the University. This Code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences in the University, and the sanctions for such offences. Examples of such offences include plagiarism, cheating in examintions, and the evaluation of a student's work by irrelevant criteria. Such offences may be referred to the University Disciplinary Tribunal and to other relevant disciplinary bodies in the University.

The full text of the Code of of Behaviour and the Governing Council Enactment concerning the Disciplinary Tribunal can be obtained from college and faculty offices, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chairman of the University Disciplinary Tribunal.

All persons convicted of academic offences under the Code of Behaviour will have their names included in a report to the Academic Board of the Governing Council.

2 *Discipline in non-academic matters*

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the explulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Fees (1990/91)

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Students		*New Visa Students*
Academic fee	$1,640.00	10,072.00
Campus services	166.25	166.25
Student society fees	92.00	92.00
Total fee payable	1,898.25	10,330.25
Minimum first payment	1,242.00	6,301.00

NOTE:

1 At least the first instalment of fees must be paid before a student card will be issued.

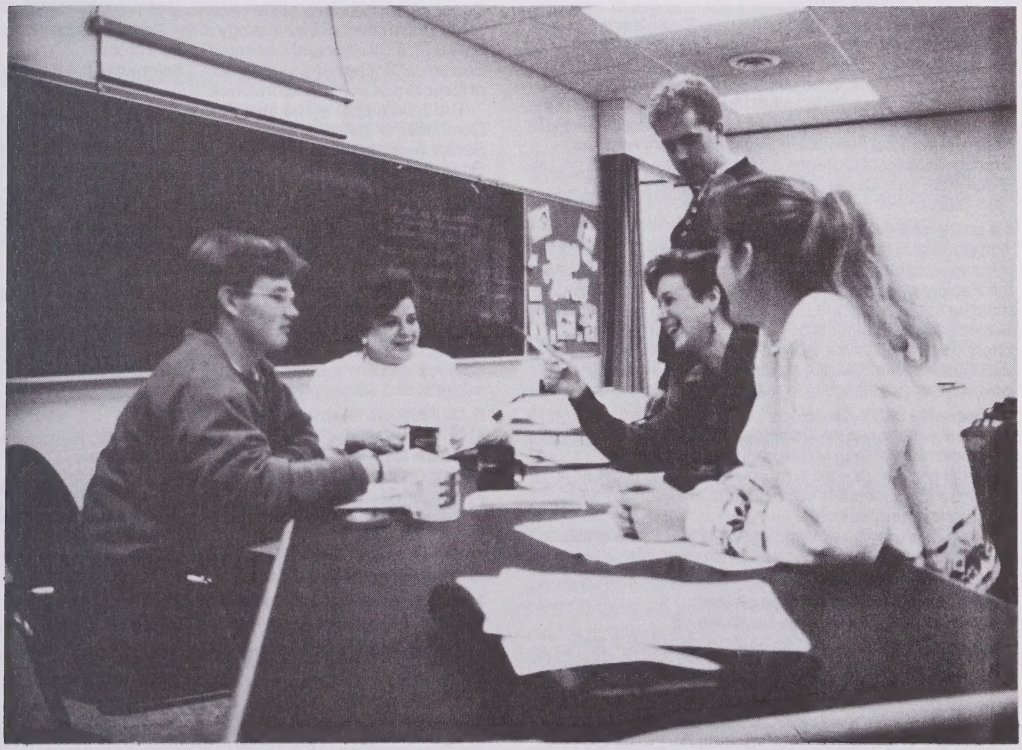
2 Commencing September 15 all outstanding balances regardless of source of payment, are subject to a service charge of 1½% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3 Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

Part-time Students		*New Visa Students*
Academic fee	$328.00	2,014.50
+Campus services	49.75	49.75
+Student society fees	10.00	10.00

Supplemental Examinations	
For each supplemental examination in any course	29.00

+Payable once per session.



Government Financial Aid

Full-Time Students

The Ontario Student Assistance Program *(OSAP)* is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. *OSAP* includes both non-repayable grants and loan assistance. *OSAP* loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, Koffler Student Services Centre, University of Toronto, (978-7950). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in my cases, application forms.

Part-Time Students

Part-time students may also qualify for *OSAP* assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has recently established a new loan program for part-time students taking less than a 60% course load. Unlike *OSAP* loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government is offering summer course bursaries for second-language teachers. This program is being administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 21 King's College Circle, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a faculty of education who are prospective members of FWTAO, (P./J. division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800.00. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

The Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to a total of $1000 annually will be made to a graduate of the Bachelor of Education program who is continuing in Ministry of Education certification courses in Special Education at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1, through the Special Education Department of the Faculty.

The James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefitting children in the Institute Laboratory School. The application deadline is September 30.

The Dr. R.L. Peterson Memorial Entrance Award in Science and Environmental Science

Mrs. Elizabeth Peterson, Chairman of the Board of Directors, Boreal Laboratories Ltd. has endowed an award in the Faculty of Education in honour of Dr. R.L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

The scholarship will be awarded by the Faculty Awards Committee to the person admitted to the Intermediate/Senior division in the Faculty of Education Bachelor of Education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1,000.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1st. from persons admitted for the following Intermediate/Senior Division of the Bachelor of Education Program who have selected Science with Environmental Science as their teaching subjects and who apply for the award.

R.D. Phillips Memorial Loan Fund

This loan was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R.D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chair of the Department.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P.H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a student registered in the Visual Arts option of the B.ED/O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object — a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character.'

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty.

The Faculty of Education Commendation

This annual Award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year of the teacher education program.

Dean's Honour List

Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and in each Foundation course, Honours in Complementary Studies and Credit in Practice Teaching and *The Contemporary Classroom.*

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this $300 award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverence, and qualities of leadership.

Mark A.R.M. Crowe Memorial Award

This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College 1977 and the Faculty of Education 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This scholarship, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/Senior History/Political Science program who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The award will be $500.

James W. Fair Award in Elementary Education

This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study. The annual award will be made to a student in the Primary/Junior or Junior/Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of the Faculty, and an intention to pursue further study in education.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O.E.C.T.A. Award of Excellence

The Ontario English Catholic Teachers Association has established this award of $200 and an O.E.C.T.A. pin for the student in the Faculty teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R.D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R.J. McMaster Award

This award (to the value of interest on $1,450) was established by the friends and colleagues of Professor R.J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council on the recommendation of the Council of the Faculty of Education may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other university approved by the Faculty.

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Award in Guidance

Offered by Mrs. M.D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. One or two Awards, equivalent to the summer school fee for Guidance, will be made to a graduate of the Bachelor of Education program who is continuing in the Ministry of Education qualification courses in Guidance at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

P.A. Petrie Huron County Scholarship

This award (approximate value $1,250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P.A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

The Alexander Pringle Seggie Award

This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974. The award, in the amount of the annual interest on the endowment, will be made annually to the student in the Faculty teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the Program of the Faculty of Education. It is not the intention of the terms of this award to require that the recipient be on the Dean's Honour List.

A.P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Faculty Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, an educational media centre, a drama studio, and computer centre.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Library

The Faculty Library houses a collection of books and periodicals on teaching and the theory and methodology of curriculum subjects at the elementary and secondary levels of education, as well as textbooks and content materials for the subjects taught in Ontario schools, along with a representative collection of children's literature. Other major areas of the collection include educational psychology, administration of schools, the history, philosophy and sociology of education, special education and early childhood education.

The collection of Ministry of Education documents includes commission and committee reports, directories of boards of education, statistics and curriculum guidelines. To complement the Ministry guidelines, a collection of curriculum guides produced by the school boards across the province provides more detailed teaching suggestions for most of the subjects taught in the schools.

An extensive audiovisual collection of videotapes, filmstrips, slides, kits, records, cassettes, pictures and microcomputer software is available to students for use both at the Faculty and in their practice teaching assignments.

The Library provides access to CD-ROM computer periodical searching, microcomputers, facilities for previewing audiovisual materials, and photocopying machines.

Faculty of Education, Technology for Enhancing Learning (TEL) Centre

A co-operative venture between FEUT and TVOntario, the Tel Centre seeks to promote the appropriate use of technology, particularly television and computers, in all aspects of FEUT activity.

The Centre offers a number of direct services to students, and can put students in touch with other FEUT or University resources to meet their technological needs. Some of these include:

— access to a variety of computers which support wordprocessing, database, spreadsheet and instructional applications.
— workshops on topics ranging from operating the technology to incorporating student use of television and computers into lesson plans.
— access to a variety of multimedia production and viewing resources which support interactive video, telecommunications and computer graphics.

More information on how the TEL Centre and its staff can enhance effectiveness as a student and future teacher can be obtained from the TEL Centre, Room 343 of the Faculty.

Faculty of Education Student Union

The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faulty (978-8460).

Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department

The Student Services Department, situated in Rooms 24 and 129 in co-operation with the Student Union, organizes all student events and activities.

Individual student counselling is also available through this department in Room 129 (978-8157).

University of Toronto Schools

The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Facilities

Information on all major student services and facilities is provided in the handbook, *Blue Pages.* This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: The University of Toronto Housing Service on the St. George campus maintains lists of off-campus housing consisting of rooms, apartments and houses. Cost of a shared room in a house or apartment will average $300-$350. One- or two-bedroom apartments range from $550-$700 and $750-$900 respectively. Lists of residences together with address and phone number, cost and eligibility criteria can also be sent to students on request. On average, with meals, residence will cost approximately $5,000 for the eight-month, academic session. Residences providing cooking facilities but no meal plan will cost approximately $2,700. The unfurnished, university apartments are available for full-time students but priority is given to couples, couples

with children and single parents. Applications for these units should be obtained from the University of Toronto Housing Service and submitted twelve to sixteen months before the required date of occupancy depending on the type of accommodation requested. Contact the Housing Service at: The Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 1R2 (416) 978-8045.

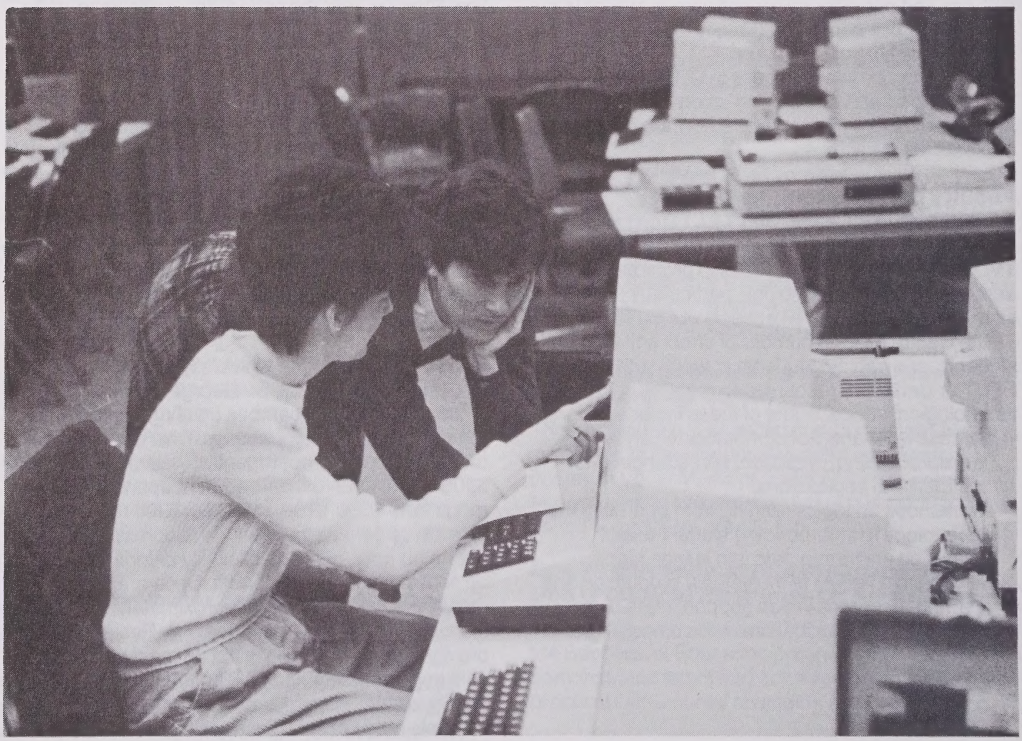
Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Special Services to Persons with a Disability: The University's Office of Special Services to Disabled Persons offers liaison with academic and administrative departments, and off-campus agencies. The service provides advocacy and support for students with a wide range of hidden and obvious physical disabilities and health considerations, and incorporates a learning disability division which provides tutoring, counselling and access to computer labs. Facilities include provision of adaptive devices and equipment, on-campus transportation where appropriate and alternative exam conditions for those eligible.

Special Services provides information and resource material on health conditions, disability studies and legislation pertaining to accessibility, and publishes a monthly newsletter.

The main office is located in the Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 2Z9. Liaison officers are available at Scarborough and Erindale Colleges. STUDENTS ARE ENCOURAGED TO CONTACT THE OFFICE AS SOON AS POSSIBLE TO MAKE THEIR NEEDS KNOWN.

For more information please contact the Co-ordinator (416) 978-8060. T.D.D. (416) 978-1902.



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Sexual Harassment Officer
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Director of Health Service
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M. Van Norman, B.A.

Director of International Student Centre
E. Patterson, B.A.

Director of Athletics and Recreation
I. McGregor, B.Sc., Ph.D.

Director of Student Awards
K.J. Swift, B.Sc., M.Ed.

Warden of Hart House
T.B.A.

Award Winners 1990

Awards of Honour

Primary/Junior Award of Honour ..... Scott William Read
Junior/Intermediate Award of Honour ..... Stephen Howard Diamond
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Award for Outstanding Contribution
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Faculty of Education

University of Toronto

Calendar

1992/93

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Faculty of Education

University of Toronto

Calendar

1992/93

Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario M5S 2R7

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Bachelor of Education and
Diploma in Technical Education/
Ontario Teacher's Certificate Programs:

Admissions	978-8833
Registered Students	978-5990
Continuing Education Program	978-5988
Transcripts and Records	978-5577
Institute of Child Study	978-3457
Technological Studies	978-3200

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Important Notice

Changes in Programs of Study
The programs of study that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or the Faculty of Education must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Courses
For each program of study offered by the University through the Faculty of Education, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies and timetables without prior notice.

Changes in Regulations and Policies
The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty of Education are displayed here. Applicable University policies are either fully displayed here or listed here.

In applying to the Faculty of Education the student assumes certain responsibilities to the University and the Faculty of Education and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

Calendar Limitations
The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Copyright in Course Lectures
If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number
Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

NOTE: B.Ed. and Dip.T.E./O.T.C. Programs

1. The last date for students to change full year and first term courses and sections will be September 25. Thereafter changes may be made only with the approval of the Faculty Council. For second term courses and sections, the last date for students to make changes will be January 15.

2. Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 50-54.

Sessional Dates 1992-93

1992

June 29-July 24	Continuing Education Program Summer Session
September 7	Labour Day - Faculty Closed
September 9, 10	Registration B. Ed. and Diploma in Tech Studies Programs
September 14	Classes Begin
September 25	Last Day for Course and Section Changes (Full Year and First Term Courses)
September 30	Senior Practicum Preparation
October 12	Thanksgiving Day - Faculty Closed
October 16-30	Practice Teaching (I/S)
October 19-November 6	Practice Teaching (P/J, J/I)
October 30	Deadline for Reporting Immigration Status Changes Affecting Foreign Student Fee Exemptions
November 11,12,13	Employment Preparation Program - No Classes
November 16-27	Practice Teaching (I/S)
December 2, 9	Multicultural/Anti-Racism Workshop (I/S)
December 11	Classes End
December 14	Study Day/Special Projects
December 15-18	Examinations/Special Projects

1993

January 4	Classes Resume
January 15	Second Instalment of Fees Due
January 15	Last Day for Course and Section Changes (Second Term Courses)
January 18-February 5	Practice Teaching (P/J, J/I)
January 29	Deadline For Reporting Immigration Status Changes Affecting Foreign Student Fee Exemptions
February 5-19	Practice Teaching (I/S)
February 10,11	Health Conference (P/J, J/I)
March 1-12	Annual Student Art Exhibition
March 8-12	Annual Children's Musical
March 15-19	March Break
March 22-April 8	Practice Teaching (P/J, J/I, I/S)
March 31	Deadline for Withdrawal Without Academic Penalty
April 9	Good Friday - Faculty Closed
April 12	Easter Monday
April 23	Classes End
April 26, 27	Study Days
April 28-May 4	Examinations

Dean
M.G. Fullan, B.A., M.A., Ph.D.

Associate Deans
M.A. Millar, B.A. (Qu.), B.P.E. (McM), M.Ed. (Qu.)
D.R. Thiessen, B.A. (W.Ont.), M.Ed. (Br. Col.), D.Phil. (Sussex),

Registrar
E.C. Alleyne, B.A. (Albion), M A. (Howard), Ed.D.

Associate Registrar
G.A. Whyte, B.A. (Car.), B.J. (Car.), Assoc. Prof.

Assistant Registrars
L.A. Genesi-Williams
G.R. Hauser, B.A. (York), B.Ed.

Assistants to the Dean
M. Stager, B.A., M.Sc. (Rutgers)
M. de Pencier, B.A. (Qu.), M.A., Ph.D. (part-time)

Administrative Assistant to the Dean
G. Mitchell, B.A.

Assistant to the Associate Dean
N. Watson, B.A. (Queens), M.A. (York) (Part-time)

Professors Emeriti
W.A. Andrews, M. Sc. (W. Ont.), B. Ed.
R.P. Baine, M.A.
G.W. Bancroft, B.A. (McG.), M.Ed., Ph.D.
C.L. Bedal, B.A. (Qu.), M.Ed.
R.W. Dent, M.A.,Ph.D. (Mich.St.)
U. Elliott, B.A. (Lond.), M.A. (W. Ont.)
B. Flint, M.A., Dip. C.S.
V.K. Gilbert, B.Sc. (Syd.), M.Ed., Ph.D. (Brist.)
M.F. Grapko, B.A. (Man.), M.A., Ph.D.
J.W. Greig, B.A. (Qu.), M.Ed., Ph.D. (Harv.)
R.S. Harris, M.A., Ph.D. (Mich.), Hon D.Lit. (W.Ont.)
S.L. Kong, C.M. B.A. (Kua Kiu), M.Ed. (Ott.), Ph.D. (Ott.), Hon. LL.D.. (Kyung Hee)
H.M. Lang, B.A. (McM.), M.Ed.
W.G. London, B.A., M.Ed. (N.Y.S.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.Ed.
J.M. Paton, M.A., D.Paed., F.C.C.T. *Obit*
G.A. Reid, B.Com., B.Ed., M.A. (Col.), F.C.C.T.
J.C. Ricker, B.A., M.A.
W.E. Sager, C.D., B.A.
A.T. Sheehan, B.A., M.Ed. , Ph.D., F.C.C.T.
A.F. Skinner, B.Sc. (St.A.), M.A. (St.A.), M.A. (Col.), Ph.D. (St.A.), F.E.I.S.
G. Smith, M.A. (Qu.)
J.H. Stevens, M.A.
G.E. Tait, B.A., B.Paed., Ed.D.

Continuing Education
R.J. Smith, B.A., B .L.S., Assoc. Prof.
J.D. Wood, M.A., Ph.D., A.R.C.T.

Educational Policy and Foundation Studies
K.A. McLeod, B.A. (Sask.), M.Ed. (Sask.), Ph.D., Prof., Chair
L.J. Stott, B.Ed. (Alta.), Ph.D. (Calgary), Prof.
T.W. Goodenough, B.A. (S.G.W.), B.A. (Cantab), M.A. (Alta.), Assoc. Prof.
S.T. Rusak, B.A. (Ott.), B.Ed., Ph.D. (Alta.) Assoc. Prof.
S. Anderson, B.A. (Texas), M.A. (Texas), Ph.D., Asst. Prof.
N. Bascia, B.A. (Sonoma), M.A. (Stanford), Ph.D. (Stanford)
M. Beattie, B.A. (York), M.A., M.Ed., Ed.D., Asst. Prof.
C. Rolheiser-Bennett, B.Ed. (Alta.), M.Ed. (Oregon), Ph.D. (Oregon), Asst. Prof.

Educational Psychology
C.C. Brodeur, M.A. (Fordham), M.A. (Phil.), Ph.D., Assoc. Prof., Chair
P. Diamond, B.A. (Queensland), B.Ed. (Queensland), M.Ed. (Queensland), Ph.D. (Queensland), Prof.
D.S.J. Shackel, M.A. (Hons.) (Cant.) Ph.D., Prof.
C. Tan-Willman, B.S.E. (Phil. Norm.), M.A. (Phil. Woman's), M.A. (Minn.), Ph.D. (Minn.), Prof.
A.B. Durell, M.A., Ph.D., Assoc. Prof.
B.R. Eardley, B.S. (Penn. St.), M.Ed. (Penn. St.), Assoc. Prof.
R. Pike, B.S.W., M.A., Ph.D., Assoc. Prof.
J.L. Ellis, B.A. (Calgary), M.A. (U.B.C.), Ed.D. (U.B.C.), Asst. Prof.
E.E. Woodruff, B.Sc., B.Ed., M.A., Lecturer

Elementary Education

G.W. Hunt, B.A., M.Ed., Ed.D. (U.S.Int.), Assoc. Prof., Chair
D.W. Booth, B.A. (McM.), M.Ed. (Durh.), Prof.
A.A. Bowers, B.A., M.Ed. (Qu.), Prof.
F. Ebos, M.Sc. (McM.), Prof.
S.K. Harburn, B.Sc. (Alta.), M.Ed. (SUNY), Assoc. Prof.
R.A. Martin, B.A.Sc, M.Ed., Ph.D., Assoc. Prof.
B. Bennett, B.P.H.E. (Calgary), M.Ed. (Ore.), Ph.D. (Ore.), Asst. Prof.
M. Johnson, B.A., M.A., Ph.D., Asst. Prof.
S. Steigelbauer, B.S. (Nazareth), M.A. (Ill.), M.A. (Tex.), Ph.D. (Tex.), Asst. Prof.
D.R. Fleming, B.A. (McM), M.Ed., Ed.D., Sr. Tutor
C.A. Hennessy, B.A. (McM), M.Ed., Ed.D., Sr. Tutor

Institute of Child Study

C. Corter, B.A. (Davidson), Ph.D. (N. Carolina), Prof., Chair
A.J. Biemiller, B.A. (Harv.), M.S. (Corn.), Ph.D. (Corn.), Prof.
R.J. Volpe, B.A. (Akron), M.A. (Kent St.), Ph.D. (Alta.), Prof.
K.J. Weber, B.A., M.Sc. (Ed.) (Guelph), Prof.
J.P. Klein, B.A. (Corn.) M.A., Ph. D., Assoc. Prof.
J. Jenkins, B.A. (Sussex), M.A. (Nottingham), Ph.D. (Lond.), Asst. Prof.
J.W. Wilde-Astington, B.A., B.Sc. (Leeds), M.A., Ph. D., Asst. Prof.
J. Hardacre, B.A., M.Ed., Dip.C.S., Ed.D. (Nova), Sr. Tutor
J.A. Penner, B.A., M.Ed., Dip.C.S., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor

Institute of Child Study Laboratory School

A.C. Cassidy, B.A.(Montr.), Dip. C.S.
R.L. Ethier, B.A. (Concordia), M.Ed.
E.A. Hunter
M.A. Jaffary, B.A., Dip.C.S. (on leave)
E. Morley, B.A.(W.L.U.)
J. Moss, B.A. (Mich. St.), Dip.C.S.
A.E. Tough, M.A.

The Learning Consortium

E. Erskine-Cullen, B.A.(Pretoria), M.Ed.(Spokane)

Library

D.C. George, B.A., B.L.S., Head Librarian
G. Alexander, B.A., M.L.S., Librarian
S.R. Dyas-Correia, B.A. (York), M.L.S., Librarian (on Leave)
M.H. FitzPatrick, B.A., M.L.S., Librarian (part-time)

Practice Teaching

D.W. Garth, B. Com. (Qu.), Prof.
R.G. Burfield, B.A., B.Ed., Assoc. Prof.

Secondary Education

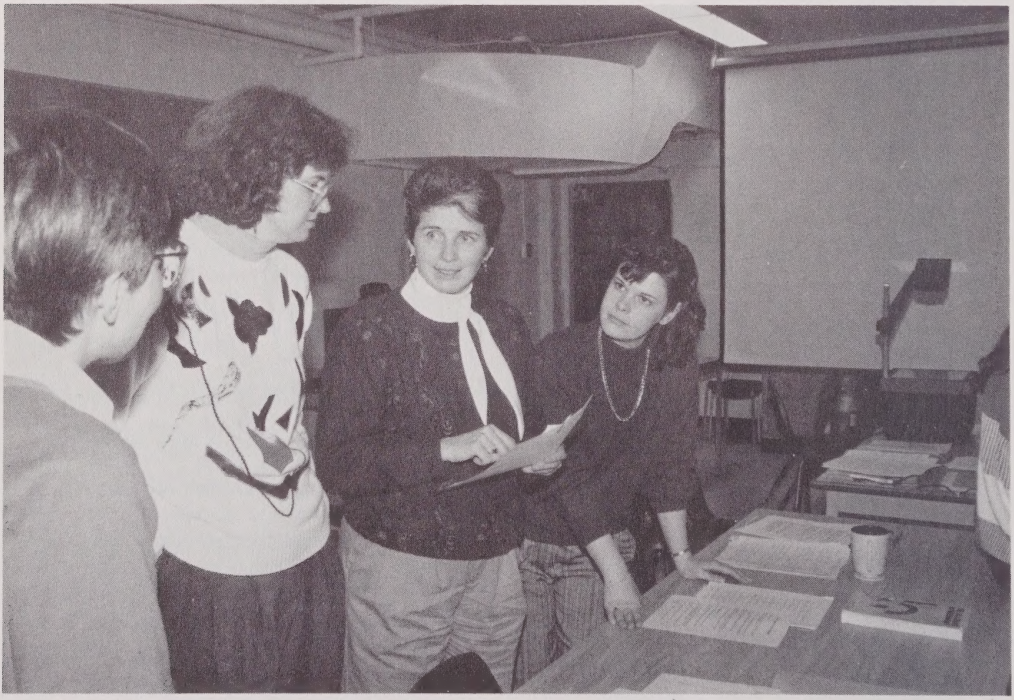
D.I. Galbraith, B.SC. (W.Ont.), M.Ed., Prof., Chair
H.A. Yeager, B.H.SC., M.Ed., Assoc. Prof., Assoc. Chair
J.L. Aitken, B.A., M.A. (Dal.), Ph.D., Prof.
D.W. Alexander, B.A., M.Sc., Ed.D. (SUNY), Prof.
A.C. Coman, M.A.ord. (Edin.), M.A. hons. (Edin.), M.A., Prof.
D.L. Fraser, B.Sc. (McM.), B.Ed., M.A., Prof.
A. Gaydos, B.A., M.Ed., Ph.D. (Ohio St.), Prof.
N. Kuzmich, Mus. Bac., M.A., Prof.
L.J. LaFave, B.Ed. (Ill.St.Coll.), M.B.A. (Roosevelt), Prof.
J. W. MacDonald, B.A. (Car.), M.A., Ed.D.(Harv.) (on leave)
H. L. Ridge, B.Sc. (McM.), M.A. (York), Ph.D.(Conn.) (on leave)
R.J. Shephard, M.A., Ed.D. (Hawaii), Prof.
T.J.E. Wolfe, B.S.A., M.Ed., Prof.
J.A.M. Emerson, M.A., Assoc. Prof.
H.D. Gutteridge, M.A., Assoc. Prof.
H. Hainsworth, M.A., Assoc. Prof.
L.R. Hill, M.A., Assoc. Prof.
B.G. Kelly, B.Sc., M.Sc., Ph.D., Assoc. Prof.
G.D. Milbrandt, B.S.Ed. (N..Ill), M.Ed. (N.Ill.), Assoc. Prof.
P.B. Robertson, B.P.H.E., B.A., M.Ed., Assoc. Prof. (on leave)
C.H. Wall, B.A., B.Ed., M.A. (York), Ph.D. (York), Assoc. Prof.
A. Gagne, B.Ed. (McGill), M.Ed. (McGill), Asst. Prof.
R. Hrubi, Dip. Prof. Fr.l'Et (IPFE,Sorbonne), Sr. Tutor
I.M. Hundey, B.A. (Windsor), M.A. (Windsor), Sr. Tutor
C.J. Lundy, B.A. (S.G.W), Sr. Tutor

Technology For Enhancing Learning Centre

R.D. Cook, B.A., M.A. (Iowa)

University of Toronto Schools

G.A. Fleming, B.A., M.Ed., Principal
A. Dugal, B.A., Asst. Principal
D. Aliferis, B.A., M.A. (York), B.Ed.
S. Baker, B.A., B.Ed.
O.G. Barrett, B.P.H.E., B.Ed.
C.M. Bernicchia-Freeman, B.Ed., M.A. (Nice)
T.J. Boucher, B.A. (Mich .St.), M.S.L.S. (Col.)
D.F. Boutros, B.A. (Alexandria)
E. Buchanan, B.A. (W.Ont.), M.A. (McM.), Ph.D. (McM.)
M.U. Collier, B.A. (York), M.A., B.Ed.
D.T. Dingle, B.Sc., B.D. (Harv.)
E. DiSante, B.A. (McM.), B.Ed., M.A. (Paris)
J.A. Fautley, Mus., Bac., B.Ed.
M.P. Gendron, M.A.
J. Kitchen, B.A., B.Ed. (Windsor)
L. Laing, B.Sc., B.Ed., M.Sc. (Qu.), Ph..D (Qu).
D.J. Laurenson, B.Sc. (Auck.), M.Math. (Wat.)
R. Mackle, B.A.(Car.), M.E.S.(York), B.Ed.
N.E. Maier, B.A., M.A. (Br. Col.), Ph. D.
C. Martin, B.A.(Goshen), M.A., B.Ed.
N.T. McLean, B.A.
J.H. Mills, M.A. (Qu.), B.Ed.
P.R.W. Moore, B.A., M.A., Ph.D. (McM.)
F. Mustoe, B.Sc. (Birmingham), B.Ed., M.Ed., Ph.D. (Windsor)
C.W.M. Pace, B.A. (W. Ont.), B.S.W., M.Ed.
A.M. Pereira-Castillo, B.A. (McM.), M.A., B.Ed.
M.C. Recurt Reid, B.A. (W. Ont.), B.Ed. (W. Ont.)
D. Straker, B.A.(Man.), M.Sc.(Man.), B.Ed.(Man.)
J. Stulac, B.P.H.E., B.A., B.Ed.
J. Thompson, B.A., M.A., Ph.D., B.Ed.
F.R. Wakelin, B.P.H.E., B.Ed.
W.G.J. Warden, B.A. (W. Ont.), M.A. (Windsor) (on secondment)



History and Function of the Faculty of Education

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavors met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools, to serve as a laboratory school.

This pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education, University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

History and Function of the Faculty of Education

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education. In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968, and the Institute of Child Study in 1971. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs is their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

Programs of the Faculty provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. The Faculty's full-time program, with a few exceptions, leads to the Ontario Teacher's Certificate (O.T.C.).

The Faculty offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ministry of Education for holders of the Ontario Teacher's Certificate. For those who wish to pursue graduate studies, the Master of Arts in Teaching (English) degree is available.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
W.A. Millar	1987 - 1988
M.G. Fullan	1988

Bachelor of Education Degree

Three options are offered in the one-year program:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior

Diploma in Technical Education (Dip.T.E.)

Diploma in Child Study (Dip.C.S.)

Two options are offered:

- Child Assessment and Counselling
- Childhood Education (This area of concentration also leads to the Ontario Teacher's Certificate)

Admission

Academic and other admission requirements are listed under the individual programs.

English Language Proficiency

English is the language of instruction for all courses at the Faculty with the exception of some offered by the Modern Language Education Department, and successful candidates receive certification to teach in schools where English is the language of instruction. Consequently, to be successful in Faculty courses and practice teaching, a candidate must demonstrate a high degree of proficiency in both oral and written English.

Candidates, including those whose first language is other than English, may request an assessment test of their proficiency by contacting the Registrar's Office. Test results will be useful in helping candidates determine their level of English language proficiency.

Ontario Teacher's Certificate

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate. This qualifies the holder to apply for a teaching position in Ontario elementary or secondary schools.

Admission of International Students

The Faculty welcomes qualified international students. Efforts are made to meet their special needs insofar as the resources of the Faculty permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admissions as the Council of the Faculty may determine.

Bachelor of Education/ Ontario Teacher's Certificate Program

Application Procedure
Application forms and full instructions for applying may be obtained from the Registrar's Office. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

Documentation
Each applicant must submit the following:
- an official transcript of all degree credit courses completed to date of application
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth
- a photocopy of a certificate of change of name, where applicable
- a completed Faculty of Education Applicant Profile

NOTE:
- Documentation in a language other than English or French must be accompanied by an official translation.
- Applicants who receive an offer of admission from the Faculty will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education) before registration.

Admission
Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at the Faculty. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience, such as work with children and adolescents which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand.

The program has five components:

- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

In addition to the regular in-faculty program, there are a variety of school-based delivery options which will be outlined to candidates upon acceptance into the Primary /Junior, Junior/ Intermediate, or Intermediate/Senior program.

The Contemporary Classroom

All candidates proceeding to the Bachelor of Education degree are required to take The Contemporary Classroom EDU6100

Curriculum and Instruction (C & I)

Candidates must select one of the following areas of specialization:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are given in the course descriptions.

Primary/Junior

The C&I component of this program is the course Primary/Junior Education EDU1420

Junior/Intermediate

The C&I component of this program comprises two courses: Junior/Intermediate Education EDU1450 and one Intermediate Curriculum and Instruction course from those listed below.

Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Industrial Arts EDU1171
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

Intermediate/Senior

The C&I component of this program comprises two courses from those listed below.

NOTE: Candidates selecting Business Studies must choose two Business Studies courses.

Business Studies-Accounting EDU1340
Business Studies-Data Processing EDU1350
Business Studies-Information Management EDU1370
Business Studies-Marketing and Merchandising EDU1360
Computer Science EDU1040
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
German (International Languages) EDU1140
Greek (Classical Studies) EDU1210
History EDU1150
Industrial Arts EDU1170
Italian (International Languages) EDU1190
Latin (Classical Studies) EDU1200
Mathematics EDU1220
Music-Instrumental EDU1230
Music-Vocal EDU1240
Physical and Health Education EDU1250
Political Science (Politics) EDU1260
Science (General) EDU1300
Society: Challenge and Change (Individual and Society) EDU1270
Spanish (International Languages) EDU1310
Visual Arts EDU1010

Foundations

Candidates must take three Foundation courses:

The required course EDU3161, plus one from the area of Educational Psychology, and one from the area of Educational Policy and Foundation Studies.

Required course for all students:
Teaching: Students, Schools and Systems EDU3161

Educational Psychology
Candidates must select one of the following courses:

Contemporary Issues in Educational Psychology EDU3260
Learning and Human Behavior EDU3070
Teaching - An Interpersonal Process EDU3110
Understanding Children and Youth EDU3100
Individual Research Project (Educational Psychology) EDU3270

Educational Policy and Foundation Studies
Candidates must select one of the following courses:

Adult Education EDU3280
Authority and Freedom in School EDU3190
Cross-Cultural Education EDU3210
Developing a Personal Philosophy of Education EDU3140
Evaluation of Student Performance EDU3040
Foundations of Current Educational Thought EDU3165
Issues in International and Global Education EDU3131
Ontario Schools and Canadian Education EDU3202
Program Organization EDU3020
Progressive Education: Theory and Practice EDU3163
The School as a Professional Workplace EDU3164
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
Individual Research Project (Educational Policy and Foundation Studies) EDU3240

Practice Teaching

Practice Teaching EDU4010
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

Complementary Studies

Candidates must select one of the following courses:

Art and Interdisciplinary Studies EDU5020
Atypical Development EDU5540
Children's Literature EDU5040
Classroom Communication EDU5390
Communication Arts in Modern English EDU5050
Culture and Society as They Relate to the Teaching of French EDU5070
Current Health Issues in School and Society EDU5080
Design Education EDU5090
The Development of Human Potential EDU5492
Diagnosis and Remediation of Learning Difficulties in Mathematics EDU5100
Drama in Elementary Education EDU5110
Educational Media EDU5120
Environmental Studies EDU5140
Explorations in Creative Learning and Teaching EDU5400
Feature Films and TV in the Classroom EDU5450
French as a Second Language, Junior EDU5151
The Future and Education EDU5452
Heritage Languages Education EDU5160
Keyboarding in the Classroom EDU5453
Language in the Schools EDU5240
Life Skills for Secondary Students EDU5520
Methods of Child Study EDU5030
Multicultural/Intercultural Education EDU5410
Music - General EDU5550
Outdoor Education EDU5200
Practical Skills for Constructing Teaching Aids EDU5300
The Process of Becoming a Teacher EDU5451
Reading in the Secondary School EDU5260
Recent Development in the Teaching of Modern Languages EDU5270
Recreational Mathematics EDU5500
The Resource Centre and the Elementary School Teacher EDU5430

The Resource Centre and the Secondary School Teacher EDU5420
Speech - Passport to Communication EDU5330
Teaching Current Events Through the Media EDU5470
Teaching Social Issues EDU5440
The Understanding and Personal Use of Computers EDU5060
The Use of Graphic Illustration in the Classroom EDU5480
Values Education EDU5210

Course Descriptions

Courses in the Bachelor of Education program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (3 hours)
This course will address four significant aspects of education: computers in education, guidance practices, school law in Ontario, and special education. Students will be introduced to: the use of computers in the classroom and their role in the learning process; guidance methods and practices for the classroom teacher, including consultation, referrals, and legal and ethical implications; the legal basis of education in Ontario, including regulatory, professional and curricular concerns; and special education, with approaches to accommodate the needs of exceptional students.

Curriculum and Instruction

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and, Marketing and Merchandising. Candidates must select any two of Accounting, Data Processing, Information Management, or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU1340 (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU1350 (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management Intermediate/Senior EDU1370 (4 hours)
The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processing, notemaking and Business English. Proficiency in word processing must be demonstrated.

Marketing and Merchandising Intermediate/Senior EDU1360 (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Computer Science

Computer Science Intermediate/Senior EDU1040 (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.

Prerequisites: Two post-secondary courses in computing, or approved field experience.

Dramatic Arts

Dramatic Arts Intermediate EDU1071 (2 hours)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU1080 (4 hours)
A series of lectures and seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.

Prerequisites: Two university courses (6 credits) in economics.

English (First Language)

English Intermediate EDU1101 (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior
EDU1100 (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/Senior
EDU1380 (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in science, geography or environmental science, or approved field experience.

Family Studies

Family Studies Intermediate
EDU1161 (2 hours)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate divisions. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior
EDU1160 (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language)

French Intermediate EDU1111 (2 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures. Candidates enrolled in this course must take French as a Second Language EDU5151 as their Complementary Studies requirement.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French Intermediate/Senior EDU1110 (4 hours)
Opportunities are provided for student to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography

Geography Intermediate EDU1441 (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in geography.

Geography Intermediate/Senior EDU1440 (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in geography.

Geology

Geology Intermediate/Senior EDU1130 (4 hours)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in geology.

Not offered in 1992-93

German (International Languages)

German Intermediate/Senior EDU1140 (4 hours)

This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German and demonstrated proficiency in speaking and writing the language.

Greek (Classical Studies)

Greek Intermediate/Senior EDU1210 (4 hours)
This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.

Prerequisites: Two university courses (6 credits) in Greek

Not offered in 1992-93

History

History Intermediate EDU1151 (2 hours)
A series of lectures and seminars, using Ministry of Education guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in History.

Industrial Arts

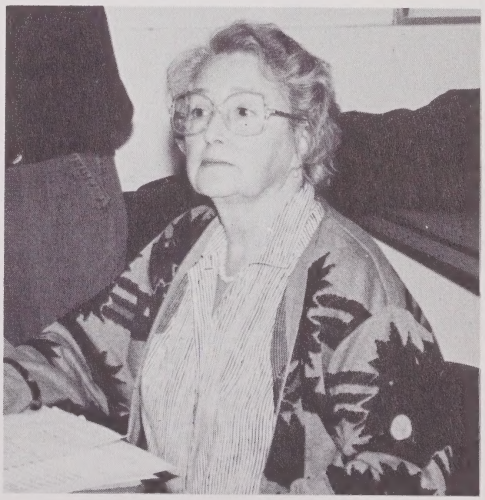
Industrial Arts EDU1171/1170 (7 hours)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable. Candidates must select Design Education EDU5090 as their Complementary Studies course.

Not offered in 1992-93

Italian (International Languages)

Italian Intermediate/Senior EDU1190 (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the Heritage Languages Program on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian and demonstrated proficiency in speaking and writing the language.



Junior/Intermediate Education

Junior/Intermediate Education EDU1450 (8 hours)

This course deals with the content and teaching methods related to curricula in Grades 4 to 8 of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1450 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Latin (Classical Studies)

Latin Intermediate/Senior EDU1200 (4 hours)

An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Not offered in 1992-93

Mathematics

Mathematics Intermediate EDU1221 (2 hours)

A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (4 hours)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education Guidelines.

Prerequisites: Two university courses (6 credits) in mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, and problem solving.

Music

Candidates may select only one of the following: EDU1231, EDU1230, EDU1241 or EDU1240. They must also take Music General EDU5550 as their Complementary Studies course.

Music - Instrumental Intermediate EDU1231 (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music - Instrumental Intermediate/Senior EDU1230 (4 hours)
Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for Intermediate/Senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry of Education guidelines.

Prerequisites: Two university courses (6 credits) in instrumental music or demonstrated proficiency in brass, winds and strings.

Music - Vocal Intermediate EDU1241 (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Music - Vocal Intermediate/Senior EDU1240 (4 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving; implementation of different teaching styles; and the design of units reflecting the aims and objectives in the Ministry of Education guidelines.

Prerequisites: Two university courses (6 credits) in music, or appropriate background.

Physical and Health Education

Physical and Health Education Intermediate EDU1251 (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU1250 (4 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in physical and health education. Consideration will be given to equivalent field experience.

Political Science (Politics)

Political Science (Politics) Intermediate/Senior EDU1260 (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science (politics) as a discipline and its place in the secondary schools; the government of Canada - machinery, process, performance, and participation; principles of course construction - group preparation and presentation of representative units selected from the Ministry of Education guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in political science.

Primary/Junior Education

Primary/Junior Education EDU1420 (10 hours)
This course deals with the content and teaching methods related to curricula in the primary and the junior divisions (junior kindergarten to grade 6) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1420 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Science (General)

Science Intermediate EDU1301 (2 hours)
This course is designed to prepare teachers of science in the intermediate division, grades 7-10. It explores the teaching of selected units from the science guideline of the Ministry of Education through workshops, lectures, and laboratory activities. Attention is paid to the skills of lesson planning, laboratory techniques, classroom management, questioning, cooperative small group learning, inquiry, evaluation, and to matching skills, content and strategies to student characteristics. Consideration will also be given to aims and objectives, selecting appropriate resources, multi-level classes, safety, and the maintenance and use of science equipment. During the course, candidates are exposed to science methods and content from grades 7-10.

Prerequisites: Three university courses (9 credits) in Science.

Science Intermediate/Senior EDU1300 (4 hours)
Designed to prepare teachers of biology, chemistry and physics in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry of Education science guidelines, the skills of lesson planning, classroom management in a lab setting, and practical teaching strategies such as questioning and cooperative small group learning. Procedures for matching content, strategies and methods of evaluation to student characteristics are discussed. Candidates participate in small group discussions, workshops and laboratory activities. During the course, candidates are exposed to science methods and content from grade 7-12.

Prerequisites: Five university courses (15 credits) in Science.

Society: Challenge and Change (Individual and Society)

Society: Challenge and Change (Individual and Society) Intermediate/Senior EDU1270 (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course Society: Challenge and Change (Individual and Society). Topics such as teaching methods, evaluation techniques, and resource material will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in psychology, sociology, or anthropology.

Spanish (International Languages)

Spanish Intermediate/Senior
EDU1310 (4 hours)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish and demonstrated proficiency in speaking and writing the language.

Visual Arts

Visual Arts Intermediate EDU1011
(4 hours)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment. *Prerequisites:* Two university courses (6 credits) in visual arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior
EDU1010 (6 hours)
Three major areas of study: history, philosophy and current practice of art education: instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in visual arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Each foundation course is 2 hours per week if conducted over the entire academic year, or 4 hours per week if conducted in either the Fall or Spring term.

Educational Psychology

Contemporary Issues in Educational Psychology EDU3260
This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU3070
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching - An Interpersonal Process EDU3110
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU3100
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project (Educational Psychology) EDU3270
A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

Adult Education EDU3280
A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Not offered in 1992-93

Authority and Freedom in School EDU3190
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Cross-Cultural Education EDU3210
The course will focus upon how human rights and multicultural issues, including anti-racism, are related to teaching and learning. Among the topics that will be covered are - Ontario's multicultural policy and anti-racism strategies, school board policies, human rights education, establishing a positive learning environment, gender and class, parental and community involvement, immigrant students, English as a Second Language, and heritage language teaching.

Developing a Personal Philosophy of Education EDU3140
A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Evaluation of Student Performance EDU3040
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and making of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

Not offered in 1992-93

Foundations of Current Educational Thought EDU3165
A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Issues in International and Global Education EDU3131
A study of issues that affect schooling from an international perspective. The way in which global concerns such as ideology, human rights, literacy, ethnic and religious pluralism, wealth and technology, teacher roles and the social environment are related to schooling, student development, and curriculum policy and programs will be examined. An effort will be made to relate these issues to those currently being discussed in the context of Canadian education.

Ontario Schools and Canadian Education EDU3202
A critical examination of the major social, cultural, political, and economic issues that have affected the development of education in Ontario and Canada. These have shaped elementary and secondary schooling, teaching as a profession, public participation, funding, provisions for religious and ethnic diversity, and student participation including compulsory education and attendance. The course will also deal with such issues as the changing roles of teachers and students, curricular development and more general issues such as progressive education, education and employment, and changing concepts of the family and childhood and adolescence.

Program Organization EDU3020
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Progressive Education: Theory and Practice EDU3163
The impact of the Progressive Education school of thought in North America has had a profound affect upon educational theory and educational practices. Students will explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Students will examine the impact of progressive thought on public education and educators and the schools of Ontario - on organization, methodology, curricula, and student participation.

The School as a Professional Workplace EDU3164
This course provides a perspective on teachers as professionals in the workplace and on workplace organization as it influences teachers as professionals. The course will explore different orientations to teacher professionalism and development and will centre around workplace characteristics and professional issues that support or constrain teachers' development as, for example, subject-matter specialists, skillful practitioners, users and producers of knowledge, reflective learners, and as participating members of society. The course prepares prospective teachers to understand and consider the factors that support quality teaching in daily practice and satisfaction in a long-term career.

Teaching: Students, Schools, and Systems EDU3161

NOTE: This is a required course for all students.

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work. With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools. Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Individual Research Project (Educational Policy and Foundation Studies) EDU3240
A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project.

Practice Teaching

Practice Teaching EDU4010
Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Assignments are made in the jurisdictions with which the Faculty of Education, University of Toronto, has made formal arrangements.

Locations of Practice Teaching Assignments

School Boards

Dufferin-Peel R.C.S.S.	North York
Durham	Peel
Durham Region R.C.S.S.	Scarborough
East York	Simcoe
Etobicoke	Simcoe R.C.S.S.
Halton	Toronto
Halton R.C.S.S.	Wentworth
Hamilton	York (City)
Hamilton-Wentworth R.C.S.S.	York Region
Metropolitan (Toronto) S.S.	York Region R.C.S.S.

Other Locations

(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region Conservation Authority
University of Toronto Schools

Complementary Studies

Complementary Studies courses are the equivalent of 1 hour per week.

Art and Interdisciplinary Studies EDU5020
An exploration of relations between the visual arts and other disciplines in theory and in practice. Its purpose is to encourage interdisciplinary studies at all levels of the school curriculum. Seminars and workshops will involve areas of students' special interest such as humanities, languages, science and technology. Background in art is not essential.

Atypical Development EDU5540
This course uses a model of human development to identify the common features of such disabilities as physical handicaps, mental retardation, emotional disturbance, and chronic health disorders. The concepts of coping, competence, and adaptation are employed to describe typical development, and to explore the nature and consequences of atypicality.

Not offered in 1992-93

Children's Literature EDU5040
An examination of the place of children's literature in the present curriculum, involving the careful scrutiny of numerous myths, legends, fairy tales, stories and poems, and methods of teaching them. Texts that illumine the field, and criteria for selecting children's books, will be covered. Students will explore the arts of story-telling, story-reading, and story-writing, and will be given scope for creative work arising from reading or listening to stories and poems.

Classroom Communication EDU5390
The practical application of communication theory in the classroom, with emphasis on the analysis and improvement of interactions between pupil and teacher. Various models of communication will be studied and demonstrated in an effort to increase the student teacher's powers of observation and ability to maintain discipline. May not be taken in combination with Learning and Human Behaviour EDU3070, or Contemporary Issues in Educational Psychology EDU3260.

Not offered in 1992-93

Communication Arts in Modern English EDU5050
A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.

Not offered in 1992-93

Culture and Society as They Relate to the Teaching of French EDU5070
This course, offered in French, will deal with historical, social, and regional aspects of culture, with emphasis on French Canada. Field work in the milieu is usually included. Materials used will include newspapers, magazines, films, audio/video tapes, records, and slide-tape modules.

Not offered in 1992-93.

Current Health Issues in School and Society EDU5080
Experimental learning with groups will focus on such current health issues as: human relations, stress, changing roles of men and women, use and abuse of drugs, violence, child abuse, divorce, and death and dying.

Design Education EDU5090
An exploration of designing as a decision-making and problem-solving activity through practical construction projects. Teaching units with supporting resources will be developed, interdisciplinary in emphasis, applicable to elementary and secondary classrooms.

Not offered in 1992-93

The Development of Human Potential EDU5492
Diagnosing, monitoring and evaluating growth in individual abilities are core competencies of the teaching profession. This course prepares the educator to identify differences in learning and thinking styles, to discover propensities in the various domains (subjects) of knowledge and to appreciate such intelligences as: linguistic, mathematic-logical, spatial, interpersonal, bodily-kinesthetic, musical and intrapersonal.

The course then provides the alternatives for programming in heterogeneous and/or homogeneous grouping depending on the nature and scope of the specific gift or talent. An awareness of the environmental, cultural and socio-economic influences on the development of human potential will provide the requisite pedagogy for a wide repertoire of teaching styles to match an equally broad range of learning processes.

Diagnosis and Remediation of Learning Difficulties in Mathematics EDU5100
A study of the methods of diagnosing difficulties that students have in learning mathematics, the causes of these difficulties, and ways in which a teacher can help to overcome them. Emphasis will be on difficulties in arithmetic.
Participation in field work with students at the elementary or secondary level in regular or special education programs will be expected.

Drama in Elementary Education EDU5110
A practical course in the use of drama within the interdisciplinary environment of an elementary school. It will involve participation in sensory awareness, improvisation, movement, and playmaking.

Educational Media EDU5120
A study of the basic principles of communication. The use of various media equipment such as projectors (overhead, opaque, film, filmstrip, and slide), and recorders (audio- and video-tape), as well as the preparation of fundamental instructional materials for classroom use, will be an integral part of the course.

Environmental Studies EDU5140
An introductory course on the teaching of basic ecological principles with an emphasis on the preparation of unit plans that integrate outdoor and indoor studies. Topics are selected from the areas of freshwater ecology, terrestrial ecology, environment pollution, and natural resources technology. Field experience is provided through studies of streams, ponds, woodlots, and other ecosystems.

Explorations in Creative Learning and Teaching EDU5400
A practical course designed to increase teachers' awareness of their potential creativity, and to develop their skills in identifying and cultivating the creative abilities of their students. Without neglecting theoretical considerations, emphasis will be on the study of instructional strategies, materials, and programs to foster creativity and problem-solving abilities.

Feature Films and TV in the Classroom EDU5450
This course will demonstrate how feature films and TV programs of both quality and popular appeal may be used as "text" with general students and slower learners. Aspects of visual literacy, values education, documentary style, and creative writing based on film and TV will be stressed. Students will be introduced to the vast range of resources available, and will be taught to use projectors and VTR equipment.

French as a Second Language, Junior EDU5151
The teaching of French as a second language in the elementary school, with reference to programs, procedures, and appropriate audiovisual resources. **Open only to students enrolled in French Intermediate EDU1111**

The Future and Education EDU5452
This course explores three key aspects of the future and education: first, a panoramic overview of alternative futures and global issues such as the environment, population, peace and human rights; second, the most likely future for schooling, teaching/learning, and content; third, how the teaching of every subject can incorporate a global or futures perspective.

Heritage Languages Education EDU5160
The Heritage Languages course will concern itself with the place of Heritage Languages in the school curriculum, current language teaching approaches and their antecedents, and an examination of the role of culture teaching in the Heritage Languages classroom. The impact of Heritage Languages on students' general learning as described in current research findings will also be examined. Candidates will have the opportunity to develop curricula which take into account the importance of carefully defined aims and objectives, the age and stage of the target audience and principles of lesson planning and syllabus design. Candidates will examine various models of classroom organization and also be provided with the opportunity for implementing their curricula in demonstration situations. The course will provide a forum in which candidates can share their experiences and discover the cross-cultural commonalities inherent in teaching Heritage Languages. General principles of language teaching, applicable to all Heritage Languages contexts and appropriate to both elementary and secondary levels will be emphasized.

Not offered in 1992-93

Keyboarding in the Classroom EDU5453
This course is an introduction to the current methodology associated with the effective teaching of keyboarding skills at various grade levels. Keyboarding proficiency is recommended, but is not a prerequisite.

Language in the Schools EDU5240
An introduction to models of language as they affect all aspects of language experience from primary to senior grades. The main areas of investigation include: language acquisition in children; creative thinking; verbal and nonverbal communication in the classroom; language study and grammar programs in the schools; language 'code' models; research in language teaching. Emphasis will be on practical implications for the classroom.

Life Skills for Secondary Students EDU5520
Rationale, teaching strategies, and resources for incorporating life skills into the curricula of secondary schools. Emphasis will be on the selection and development of learning materials for areas such as nutrition, family and consumer interests, parenting education, resource management, and self-concept. Students will have the opportunity to design individualized programs geared to their particular subjects or grade-level interests, and to investigate the use of community resources.

Methods of Child Study EDU5030
An examination of various techniques the teacher may employ in the study of children. Sources of information about children that will be considered include: systematic observation, assessment of performance on prescribed tasks or tests, and special reports provided by other teachers, parents, and school specialists.

Multicultural/Intercultural Education EDU5410
An examination of teaching strategies and techniques, and curriculum adaptations that are particularly relevant to multicultural and intercultural education. Emphasis will be on practical means of teaching students from a variety of cultural backgrounds in the regular classroom.

Music - General EDU5550 (2 hours)
A course emphasizing creative activities associated with the development of conceptual awareness and aural sensitivity. **Available only to students enrolled in Music-Instrumental (EDU1230 or EDU1231) or Music-Vocal (EDU1240 or EDU1241).**

Outdoor Education EDU5200
An introductory course on the use of the outdoor environment in education, presented in lectures, seminars and field work. Emphasis will be on safe practices in outdoor programs. Students will have an opportunity to participate in additional outdoor experiences on an optional basis.

Practical Skills for Constructing Teaching Aids EDU5300
A series of workshops to provide training in the varied skills required for the construction of apparatus, models, and other teaching aids. Students are given instruction and an opportunity to practise brazing, soldering, photography (including film and print developing), woodworking, and working with sheet metal. Emphasis is on the safe and correct operation of hand tools and shop machines. No previous experience is necessary.

The Process of Becoming a Teacher EDU5451
Candidates will examine the process and stages that prospective teachers go through in making the transition into the profession. Topics for discussion will include: teaching styles, professionalism and values, the relationship of theory and practice, student teaching and working with associates. The course will also examine the expectations for the first year of teaching, managing stress, interacting with students, and mentoring and coaching. The course will operate in a seminar format employing individual and group presentations.

Reading in the Secondary School EDU5260
An introduction to the teaching of reading for teachers of all secondary school subjects. Emphasis will be on developing a basic understanding of the principles of the reading process and their application in various content areas. Students will investigate recent research, and plan innovative reading programs for secondary school students.

Recent Development in the Teaching of Modern Languages EDU5270
Ways of providing for the individual student in language teaching, with innovative approaches for reaching both the gifted and the slower learner. This course offers the theoretical and practical training necessary to enable candidates to construct and use their own teaching materials.

Recreational Mathematics EDU5500
A critical examination of materials such as puzzles, games, and recreational publications, for enrichment and motivation. Classes consist of workshops, seminars, and media presentations. Emphasis will be on the development of learning materials.

The Resource Centre and the Elementary School Teacher EDU5430
This course is designed to promote more effective teaching through an awareness of the potential contribution of the library to teaching activities in an elementary school. Students will explore library services, facilities, and support materials and their role in curriculum planning, development of units and themes, project work, training in research skills, utilization of reference materials, and the initiation, stimulation, and support of pupils' recreational reading.

The Resource Centre and the Secondary School Teacher EDU5420
This course is designed to promote more effective teaching through an exploration of library services, facilities, and support materials available to teachers at intermediate and senior levels. It will examine the curriculum-development role of the library in planning courses, selecting teaching strategies, and evolving assignments; the teaching role of the library in developing students' abilities to utilize reference materials and acquire research skills; the role of the library in initiating, stimulating, and supporting students' recreational reading.

Speech - Passport to Communication EDU5330
A course directly related to the needs of the teacher as speaker and listener in the classroom. It provides candidates with guidelines for achieving effective projection and variety in the voice, together with insight into the speech development of their students. It introduces speech as a fundamental medium of communication, and traces the influence of the media on speech today.

Not offered in 1992-93

Teaching Current Events Through the Media EDU5470
A rationale for teaching current events in elementary and secondary schools. Topics will include: approaches, tactics, and strategies in the classroom; major sources of news for students; criteria for judging the media; and analysis of newspaper, television, and radio reportage.

Not offered in 1992-93

Teaching Social Issues EDU5440
The emphasis of this course will be on teaching tactics and strategies, evaluation techniques, and resource materials, as related to contemporary social issues such as: establishment and distribution of privileges; personal liberty and community security; worker security and employer rights; interest groups and the government; separatism and federalism.

Not offered in 1992-93

The Understanding and Personal Use of Computers EDU5060
Designed for the individual who wishes to obtain an understanding of how personal computers can be used in education. The course will be taught in a non-technical manner and supplement the content of the Computer Awareness component of the *Contemporary Classroom*. Emphasis of this course will be on the use of computers in the learning process and the examination of computer learning materials. Computer facilities, which include two microcomputer classrooms with a variety of computers, are available for student use. May be taken only by Primary/Junior and Junior/Intermediate students.

The Use of Graphic Illustrations in the Classroom EDU5480
A non-mathematical approach to the use of graphic illustrations in teaching social studies in elementary school, and the social sciences in secondary school. Techniques of revealing patterns and clarifying concepts through diagrams, graphs, sketch maps, landscape drawings, and other illustrative devices, are practised and discussed in workshops. The course is predicated on the belief that anyone can, with guidance and practice, render highly effective graphic illustrations. Artistic ability is not a prerequisite.

Not offered in 1992-93

Values Education EDU5210
An examination of both traditional and contemporary approaches to the study of values. Course participants will analyze the role of values education in contemporary society, and study both explicit and implicit approaches to values education. Consideration will be given to the teaching of values within participants' various divisions and subject areas.

Technological Studies/ Ontario Teacher's Certificate Programs

One-Year Program
The Faculty offers a **one-year program** to prepare suitably qualified candidates to teach technological subjects in the intermediate and senior divisions of Ontario schools.

Ontario Teacher's Certificate
Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended for an Ontario Teacher's Certificate.

Bachelor of Education Degree and Diploma in Technical Education
The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teacher's Certificate, with basic qualifications in technological studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who submit to the Registrar, proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1969 are eligible for the Bachelor of Education degree.

Admission
Applicants must meet the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry of Education.

2. One of:
   - five years of wage-earning business or industrial experience in an approved area of technological studies (see below),
   OR
   - a combination of post-grade 12 education related to the relevant area or areas of technological studies, and business or industrial experience totalling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of technological studies, of which no fewer than sixteen months must have been spent in continuous employment

3. Proof of competence in one area of technological studies at both the basic and related advanced level.

Application Procedure
Application forms and full instructions for applying may be obtained from the Registrar's Office, Admissions Unit. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

Documentation
Each applicant must submit the following:
- official transcripts of a secondary school graduation diploma, a College of Applied Arts and Technology diploma and/or degrees where applicable
- a photocopy of a Canadian birth certificate or documents, in the case of a person not born in Canada, showing the basis upon which the candidate is present in Canada including date and place of birth
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name, if applicable
- a completed Faculty of Education Applicant Profile
- a completed Technological Studies Student Information form
- documented proof of wage-earning experience

NOTE: Documentation in a language other than English or French must be accompanied by an official translation.

Technical Proficiency Examinations
Candidates will be required to pass examinations in both the theory and practice of the teaching subject(s) in which they seek certification. These examinations will be based on the fundamental principles, operations, processes, and skills of the subject(s) as determined by Ministry of Education guidelines and by the Faculty.

NOTE: Conditions for final standing, grading practices, and supplemental privileges are outlined under Regulations, pages 50-54

Spring Program
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry of Education, a Provisional Letter of Standing valid for one year. To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of the Faculty. On successful completion of the final session, the candidate may be recommended to the Ministry of Education for an Ontario Teacher's Certificate or, if he of she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

Not offered in 1992-93

Areas of Technological Studies

Basic Level	Advanced Level
Communications	**Communications**
Art	Art [2]
Communications Technology	Communications Technology [4]
Computer Electronics	Computer Electronics [2]
Drafting Comprehensive	Drafting Comprehensive
Electronics	Electronics [2]
Graphic Communications	Graphic Communications [1]
Music	Music [2]
Photography	Photography [2]
Construction	**Construction**
Architectural Drafting and Design	Architectural Drafting and Design
Construction Services	Construction Services
Construction Technology	Construction Technology [4]
Electricity	Electricity [1]
Environmental Control	Environmental Control [1]
Plumbing	Plumbing [1]
Sheet Metal	Sheet Metal [1]
Trowel Trades	Trowel Trades [1]
Woodworking	Woodworking [1]
Manufacturing	**Manufacturing**
Control Systems	Control Systems [2]
Engineering Drafting and Design	Engineering Drafting and Design
Foundry and Moulding Practice	Foundry and Moulding Practice [1]
Industrial Electrics	Industrial Electrics [4]
Manufacturing Technology	Manufacturing Technology [4]
Metal Fabrication	Metal Fabrication [1]
Precision Machining	Precision Machining [1]

Basic Level	Advanced level
Services	**Services**
Appliance Repair	Appliance Repair
Cosmetology	Cosmetology [1]
Culinary Arts	Culinary Arts [3]
Horticulture	Horticulture [2]
Hospitality	Hospitality [2]
Natural Resource Management	Natural Resource Management [2]
Personal Care	Personal Care [2]
Services Technology	Services Technology [4]
Textile Maintenance	Textile Maintenance [1]
Textiles & Clothing	Textiles & Clothing
Upholstery	Upholstery
Transportation	**Transportation**
Agricultural Equipment	Agricultural Equipment [1]
Aircraft	Aircraft [2]
Auto Body	Auto Body [1]
Automotive	Automotive [1]
Small Powered Equipment	Small Powered Equipment [1]
Transportation Technology	Transportation Technology [4]

1 - Requires a current Ministry of Colleges and Universities Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology.

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or one Ministry of Colleges and Universities Certificate of Qualification (C of Q), or equivalent, in any one area.

Program of Studies
The program has five components:

- The Contemporary Classroom
- Curriculum and Instruction
- Foundations
- Practice Teaching
- Complementary Studies

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom ETS6100 (3 hours)
This course will introduce four significant educational concerns: computer awareness, guidance practices, school law in Ontario, and special education. Students will be introduced to: the operation and use of computers in the classroom and their role in the learning environment; guidance methods and practices for the classroom teacher, including consultation, referrals and legal and ethical implications; the legal basis of education in Ontario and the regulatory, professional and curricular concerns that are derived from it; and the nature of special education and approaches to accommodating the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS1010 (6 hours)
This course will examine teaching strategies and facilities for technological studies programs, with the overall purpose of fostering creativity, inductive and deductive reasoning, and problem solving. Instruction and practice will be given in writing behavioural objectives, planning lessons, and testing and evaluating performance. An opportunity to synthesize a philosophy of technological studies education will be provided.

Concepts and Practices in Teaching Related-Technologies ETS1030 (3 hours)
Students will experience the various strategies employed to provide a viable, related-technology program through observation and practice. A variety of activities will include in-class mini programs, as well as visitations to selected mentors and field trips to on-site laboratories, large group presentations by acknowledged leaders in the field, and small group discussions and experiences with related-technology student colleagues.

Foundations

Curriculum Development for Technological Studies ETS3030 (2 hours)
A course based on the Ministry of Education guideline in technological studies, and covering the following: organization of a teaching subject into blocks, and later, into practical and theoretical lessons; the design of unit, modular, and cluster courses of study; the planning and design of teaching areas; methods of ordering and purchasing supplies and major equipment; the preparation of a sample budget.

Introduction to Psychology for Teachers of Technological Studies ETS3050 (2 hours)
The application of educational psychology in the technological studies classroom. Areas explored include personal relations, development and adjustment, motivation, intelligence and its measurement, and the learning process, with emphasis on memory and forgetting. Theoretical approaches are examined in terms of their practical applications.

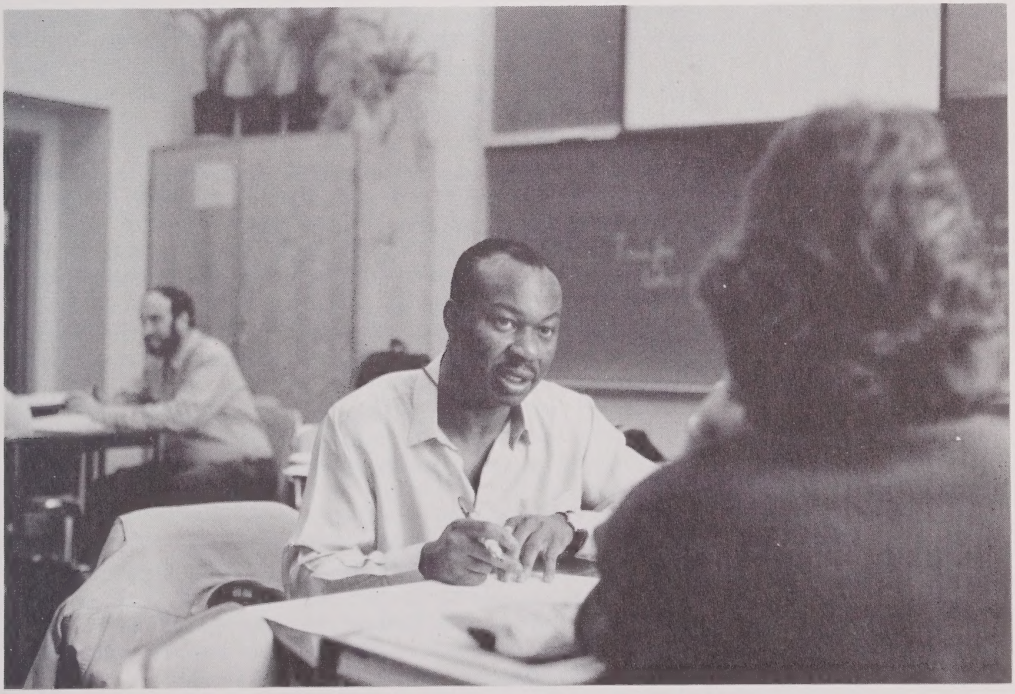
History and Philosophy of Technological Studies ETS3070 (2 hours)
A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Practice Teaching

Practice Teaching ETS4010
Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the Faculty staff. A candidate absent from scheduled assignments, will be required to do a make-up session at the end of the year.

Complementary Studies

Communication Arts in Modern English ETS5050 (1 hour)
Methods and patterns of clear and effective expository writing will be examined. Particular attention will be given to techniques of identification, definition, classification, comparison and contrast, illustration, and analyses. A semantic study of the uses of language, both verbal and nonverbal, will include materials drawn from popular culture, advertising, mass media, religion, science, and education.



Institute of Child Study

The Institute of Child Study is a centre of professional training in Childhood Education and Child Assessment and Counselling. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 145 students. Its laboratory school, for children from 3 to 12 years, and its Infant Centre serve primarily as a resource for students in the Diploma program, and is also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this school became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's moved to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study through the Psychology Department had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This has added a new emphasis to its program, combining psychological and educational issues in the study of children.

The Institute maintains a library of books, periodicals, and psychological tests dealing with all aspects of child study and its application. Although it is primarily a resource for Institute staff and students, the library serves other parts of the University and many community institutions, and also provides assistance to researchers both in Canada and abroad.

The Institute offers a Diploma in Child Study with concentration in either Child Assessment and Counselling or Childhood Education.

Inquires concerning courses should be addressed to the Institute of Child Study, 45 Walmer Road, Toronto, M5R 2X2.

Child Assessment and Counselling

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. Registration in the second year is dependent upon successful completion of all first-year work. Program requirements may be modified for students with prior professional training and experience.

Childhood Education

Two-Year Program
Candidates must successfully complete ten full courses, including all required courses. In addition, candidates wishing to be recommended for the Ontario Teacher's Certificate and Part I of the three-session qualification in Primary Education and in Special Education, must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work. After presenting evidence of one year's successful teaching experience as attested by the appropriate supervisory officer, graduates may be recommended for Primary Education, Part II.

One-Year Program
Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Specialist qualification.

Part-Time Program
The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer. For details see the F.E.U.T. Continuing Education Prospectus.

Academic Requirement for Admission

An approved degree with at least a B standing from an accredited degree-granting institution.

Application Procedure

Applications forms, obtained from the Institute, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education)
- a photocopy of a certificate of change of name where applicable
- an official statement of additional academic or vocational courses, if applicable
- two references from persons familiar with the applicant's academic and professional pursuits.

NOTE: Documentation in a language other than English or French must be accompanied by an official translation.

Childhood Education
On successful completion of the two-year program, students are awarded the Diploma in Child Study by the University of Toronto, and are recommended for the Ontario Teacher's Certificate awarded by the Ministry of Education. They may also qualify for entry into the final session of the three-session Specialist course in Primary Education. Specialized study of the young child includes current pre-school and elementary school techniques, observation of children from age three through adolescence, programming for individual children, and selected courses in the general field of child study. During the first year, provision will be made for extensive teaching experience in the Institute's laboratory school and in public and separate schools and other centres. Second-year students work as full-time teaching interns during one semester, at the laboratory school or at other selected elementary schools.

First Year
Studying the Child in Educational Settings I CS1001
Children, Classrooms and Teaching ICS2120
Curriculum Design and Implementation ICS2122
Teaching Practicum I (half course) ICS2124
Teaching Practicum II (half course) ICS2125

Two half-course electives: See Electives List on next page. One of these must be a core elective (ICS1002, 1003 or 1004). Students with no previous university course work in child development are required to take ICS1002.

Second Year
Socialization, Social Development, and Family Life ICS2210
Designing Educational Programs (half course) ICS2230
Advanced Teaching Practicum ICS2231
Advanced Teaching Practicum Seminar (half course) CS2232

Four half-course electives or equivalent: See Electives List on next page. One of these must be a curriculum elective (ICS4070, 4074 or 4078)

Child Assessment and Counselling
In the first year the program emphasizes current ideas and research in child development and family life. Candidates will develop interviewing skills and observational methods and become familiar with theories and techniques of assessing intellectual, emotional and perceptual-motor functions. Placements are arranged in a variety of educational settings, including the Institute laboratory school. In the second year methods of counselling families, theories and techniques of therapeutic intervention, and advanced assessment skills are introduced. An internship placement of two days per week in a school or clinical setting is required in the second year to permit practice of the theories and techniques studied.

First Year
Studying the Child in Educational Settings ICS1001
Teaching Practicum I (Half Course) ICS2124
Assessment of Children's Intellectual Functioning ICS3140
Assessment of Children's Social and Emotional Functioning (half course) ICS3141
Family Systems (half course) ICS3143
Introduction to Facilitative Interviewing (half course) ICS3144

Two half-course electives: See Electives List on next page. One these must be a core elective. (ICS1002, 1003 or 1004). Students with no previous university course work in child development are required to take ICS1002.

Second Year
Principles of Child Management (half course) ICS3250
Selected Topics in Clinical Practice ICS3251
Counselling Individuals and Families (half course) ICS3252
Theories of Counselling (half course) ICS3253
Seminar and Practicum in Assessment and Counselling ICS3255

Three half-course electives or equivalent: See Electives List on next page.

Electives List

Child Development (half course) ICS1002
Issues in Child Development (half course) ICS1003
Development in Infancy (half course) ICS1004
Exceptional Children (half course) ICS1011
Children's Theory of Mind (half course) ICS4050
Seminar and Practicum in Infant Assessment ICS4061
Independent Study ICS4062
Independent Study (half course) ICS4063
Independent Study (half course) ICS4064
Teaching Exceptional Children ICS4070
The Psychology of Pedagogy of Reading (half course) ICS4074
Play, a Medium for Learning (half course) CS4078
Special Topics in Child Study (half course) ICS4081
Special Topics in Child Study (half course) ICS4082
Rorschach Analysis (half course) ICS4256
Complementary Studies courses from the B. Ed. Program (see pages 27-32)
OISE courses (with permission of advisor)

Details of Courses

Studying the Child in Educational Settings ICS1001

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of the children in diverse educational settings. The role of the practitioner as critical inquirer will be emphasized both in relation to relevant theoretical orientations and field practice.

Child Development (half course) ICS1002

An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

Issues in Child Development (half course) ICS1003

This course examines particular theoretical and practical issues in child development. The aim of the course is to acquaint students with a variety of issues so they will come to see that theorizing and research are important and relevant to social issues and practical questions of child development.

Development in Infancy (half course) ICS1004

An examination of conditions during the prenatal and infant period of development that will have an impact on later development.

Exceptional Children (half course) ICS1011

A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

Children, Classrooms and Teaching ICS2120

An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

Curriculum Design and Implementation ICS2122

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

Teaching Practicum I (half course) ICS2124
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings.

Teaching Practicum II (half course) ICS2125
Advanced supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. There will be a four-week full-time placement at the end of the academic year.

Socialization, Social Development, and Family Life ICS2210
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Designing Educational Programs (half course) ICS2230
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Advanced Teaching Practicum ICS2231
Second year Childhood Education students carry out an internship for an entire term in one setting (which may be preschool through grade six) in which they consolidate teaching skills under the supportive supervision of a mentor teacher.

Advanced Teaching Practicum Seminar (half course) ICS2232
This seminar will provide for discussion of topics and issues which emerge in student internships. (Must be taken in conjunction with ICS2231)

Assessment of Children's Intellectual Functioning ICS3140
A theoretical orientation to the nature of intelligence and learning disorders, and to the development of tests that measure them. The reliability and validity of the tests, their use and misuse, will be discussed. A practicum in the administration, scoring, and interpretation of intellectual assessments is included. Clear report writing is emphasized.

Assessment of Children's Social and Emotional Functioning (half course) ICS3141
An introduction to the theories and methods of assessing social and emotional functioning.

Family Systems (half course) ICS3143
The aim of this course is to understand children's behavior in the context of their family. Basic family therapy techniques for intervening with troubled families are reviewed.

Introduction to Facilitative Interviewing (half course) ICS3144
The aim of this course is to help students learn basic interviewing skills. Through assigned readings, videotape analysis of interviews and role play, students learn how to interview parents, teachers and children about child related problems.

Principles of Child Management (half course) ICS3250
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

Selected Topics in Clinical Practice ICS3251
Seminars designed to give students a deeper understanding of concepts, language, and methods commonly used in clinical practice. Topics may include: values in counselling; the ethics of therapy; meaning and use of defence mechanisms; wit and humour; and women's studies.

Counselling Individuals and Families (half course) ICS3252
A course designed to develop the ability to deal therapeutically with individuals and families. By role-playing families with different problems, students learn how to conceptualize a family-system framework. By interviewing each other, students begin to develop skills for counselling individuals. Perceptual and conceptual skills are emphasized.

Theories of Counselling (half course) ICS3253
An overview of major theories of counselling and psychotherapy. The close relationship between personality and counselling theories will be stressed. The backgrounds and key concepts of selected group theorists will be presented in lectures followed by demonstration films and discussions.

Seminar and Practicum in Assessment and Counselling ICS3255
Students will normally spend two days a week in placement settings over an extended period of time. The number of different settings will vary with student interests and placement requirements. A seminar is conducted in conjunction with this practicum.

Children's Theory of Mind (half course) ICS4050
A course designed to introduce students to a new area of developmental research. This area concerns children's understanding of themselves and other people as psychological beings.

Seminar and Practicum in Infant Assessment ICS4061
A course designed to acquaint students with recent research and theory on infancy. Some knowledge of infant behaviour is gained through limited participation in day care or in the Institute's Parent-Infant Centre. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will learn to use one standard development test, as well as the Flint Infant Security Scale. An infant stimulation program will be developed by students, and ways of promoting the mental health and learning of infants will be discussed.

Prerequisite: ICS1004 (half course) or equivalent.

Independent Study ICS4062
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Independent Study (half course) ICS4063/ICS4064
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Teaching Exceptional Children ICS4070
This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.

The course fulfills the Ontario Ministry of Education requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

The Psychology and Pedagogy of Reading (half course) ICS4074
This course will examine the reading process from four perspectives: how individuals learn to read; some of the factors that affect the ability to read; and how these factors can be modified to improve reading ability; how contemporary practice in reading pedagogy and in assessment connects to reading theory; and how an understanding of the reading process can enrich practice in the teaching and assessment of reading. The principal objective of the course is to help students become informed practitioners in the teaching and assessment of reading and to develop a long-term interest in developments in the field.

Play, a Medium for Learning (half course) ICS4078
An exploration of the role of "play" in the development and education of children, with an emphasis on the observation, analysis and interpretation of play activity. Topics will include the contribution of play to literacy, numeracy, basic thinking skills and problem solving, as well as to social competence and mental health.

Special Topics in Child Study (half course) ICS4081/ICS4082
A course designed to permit the study, in a formal classroom setting, of a specific area of child study not already covered in the courses listed for the current year. Topics will be announced in registration materials mailed out during the summer.

Rorschach Analysis (half course) ICS4256
Piotrowski's system of percept-analysis is used as a theoretical base for the scoring and interpretation of Rorschach protocols. The relationship between unconscious motivation and overt behaviour is discussed. Other scoring systems are introduced to enable the student to use the projective technique as a guide to diagnosis and prognosis in psychotherapy. Practical training based on Rorschach responses is included.

Continuing Education Program for Teachers

Additional Qualification Courses for Teachers who hold an Ontario Teacher's Certificate

The Faculty of Education provides opportunities for teachers to increase their qualifications through a wide range of courses - divisional, one-session, three-session, and Honour Specialist. These courses are offered in the summer session and winter evening session, depending on resources and demand. For information on prerequisites in specific programs see the Faculty of Education's Continuing Education Prospectus.

Divisional Qualifications

These courses are offered to holders of an approved university degree and an Ontario Teacher's Certificate (O.T.C.) or a Temporary Letter of Standing, who wish to acquire qualifications in an additional area:

- Primary
- Junior
- Intermediate
- Senior

One-Session Qualifications

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire qualifications in the specific area:

- Adult Education
- Associate Teacher
- Childhood Education
- Law
- Teaching Writing

Three-Session Qualifications

These courses are offered to holders of an O.T.C. or a Temporary Letter of Standing, who wish to acquire additional qualifications in particular subject areas. The courses must be taken in the sequence Part I, Part II and Part III. Individual courses may have additional admission requirements with respect to academic record, teaching experience and teacher qualifications.

- Business Studies-Accounting
- Business Studies-Data Processing
- Business Studies-Entrepreneurship Studies
- Business Studies-Information Management
- Business Studies-Marketing and Merchandising
- Computer Studies-Computer Science
- Computers in the Classroom
- Co-operative Education
- Dance
- Dramatic Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance
- Industrial Arts
- Intermediate Education
- Junior Education
- Librarianship
- Mathematics (P/J)
- Media
- Multiculturalism in Education
- Music-Instrumental
- Music-Vocal (P/J)
- Music-Vocal (I/S)
- Physical and Health Education (P/J)
- Physical and Health Education (I/S)
- Primary Education
- Reading
- Science (P/J)
- Special Education
- Visual Arts

Honour Specialist Qualifications

These courses are offered to teachers who meet specific degree qualifications and who have taught for two years, including at least one year in the subject (or subjects) of the Honour Specialist qualification. One of the two years taught must have been in Ontario.

- Biology
- Business Education
- Chemistry
- Computer Science
- Contemporary Studies
- Dance
- Dramatic Arts
- English (first language)
- Environmental Science
- Family Studies
- French (second language)
- Geography
- Geology
- History
- International Languages
- Latin
- Mathematics
- Music
- Physical and Health Education
- Physics
- Science
- Visual Arts

Applications

Registrar's Office, Continuing Education Unit, Faculty of Education (978-5988)

Additional Qualifications in Technological Studies

The following one-session programs for qualifications in technological studies are offered in evening classes and during the summer to holders of the Ontario Teacher's Certificate (O.T.C.)

Basic Level Technological Studies

a) For applicants with O.T.C. qualifications in technological studies who wish to obtain qualifications in an additional area* at the basic level. Such applicants do not require wage-earning experience in the additional area.

b) For applicants who have the O.T.C. without qualifications in technological studies but with one of

- five years of wage-earning business or industrial experience in an approved area of technological studies,

OR

- a combination of post-grade 12 education related to the selected area or areas of technological studies and business or industrial experience totalling at least five years, including at least two years of wage-earning experience in the area or areas of technological studies, with no less than sixteen months of continuous employment.*

NOTE: In subject areas where classes are not offered, a basic qualification may be obtained in the winter session through the Individual Study Program.

Advanced Level Technological Studies

For applicants with O.T.C. qualifications in technological studies who produce evidence of twelve months of continuous full-time business or industrial experience in the area for which the advanced level qualification is sought.*

Honour Technological Studies Specialist

For applicants with O.T.C. qualifications in technological studies who have

a) Entries on the Ontario Teacher's Qualifications Record Card indicating qualifications in at least

- three** of the technological studies subjects listed on page 35 including at least one at both the basic and the advanced levels,

OR

- four** of these subjects at the basic level and an entry indicating the Specialist qualification in one of the following subjects: Guidance, Industrial Arts, Media, Multiculturalism in Education, Special Education, or Visual Arts.

b) Two years of successful teaching experience in technological studies, one year of which must be in Ontario

c) One year of full-time post-secondary education or equivalent

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* Candidates must pass written and practical examinations to test their skills in the subjects concerned.

** One of these may be Industrial Arts, Part I.

Applications

Registrar's Office, Continuing Education Unit, Faculty of Education (978-5988)

Master of Arts in Teaching Degree

The primary aim of the Master of Arts in Teaching Program is to provide a graduate program that integrates the academic content of a teaching subject with both theoretical and applied aspects of teaching. This is a cooperative program designed jointly by the Faculty of Education and other divisions of the University. Specialization is currently available in English.

Admission Requirements

1 A four-year Bachelor's degree with a mid-B standing or better from the University of Toronto or another approved university. Individual departments may require higher academic standing for admission.
2 At least three years of successful teaching experience.

Program of Studies

Candidates for the degree of Master of Arts in Teaching are required to complete four full graduate courses, or equivalent, as follows:

- two integrated courses
- one special course in educational aspects of the core discipline.
- one course in the department of specialization

Depending on the background and particular needs and interests of the candidates, variations in the program will be considered. All courses selected by the candidate are to be approved by the department of specialization with the concurrence of the Program Committee.

As the program is offered initially on a part-time basis, candidates for the degree will attend summer and/or winter sessions during the day or evening as required. Only one full course, or equivalent, may be taken in any one session.

Inquiries Regarding the Specialization in English

Associate Dean (Academic) (416) 978-2909

Applications

School of Graduate Studies (416) 978-6614
63 St. George Street, Toronto, M5S 1A1

F.E.U.T./O.I.S.E. Joint Centre for Teacher Development

The Joint Centre for Teacher Development is a body representing the Ontario Institute for Studies in Education (OISE) and the University of Toronto. The centre was created to foster cooperative endeavors in the area of teacher development among OISE, The Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre coordinates graduate programs, engages in research and development projects, and facilitates pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

- Teaching is a reflective, inquiry-oriented activity.
- For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own profession.
- Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.
- Individual and school improvement are interconnected.
- The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement **of** and **in** practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in

curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquires.

Participating faculty come from the Faculty of Education, University of Toronto and OISE. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and storytelling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the comtemplative practitioner.

Students who wish to specialize in teacher development should apply through the Department of Curriculum at OISE, indicating clearly in their covering letter and on the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chair of that department.

Inquiries
Centre Director, Michael Connelly, (416) 923-6641, Ext. 2630, or the Associate Director, Dennis Thiessen, (416) 978-2909.

Applications
Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, M5S-1V6, (416) 923-6641

Faculty and University Regulations

Grading Practices Policy Bachelor of Education and Diploma in Technical Education Programs

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

   i) a list of all assignments, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) a statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. The Faculty of Education has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.

2. An interim performance evaluation for each practice teaching session with feedback to the student.

3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Candidates will be evaluated on all five parts of the program: Curriculum and Instruction, Foundations, Practice Teaching, Complementary Studies and the compulsory course - The Contemporary Classroom.

2. Grades in the Curriculum and Instruction subjects and Foundations will be reported in the letter grade scale of A, B, C, D, FX, without modifiers. Grades in the Complementary Studies courses will be reported in the grade scale of Honours/Pass/Fail (H/P/FL). Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade as a No Credit (NCR). Grades in the Contemporary Classroom will be reported as a Credit (CR) or No Credit (NCR).

3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A	Excellent	80 - 100%	87%
B	Good	70 - 79%	75%
C	Adequate	60 - 69%	65%
D	Marginal	50 - 59%	55%
FX	Inadequate	00 - 49%	25%

Grade Scale for Complementary Studies- Honours/Pass/Fail (H/P/FL)

Letter Grade	Grade	Grade Meaning
H	Honours	Outstanding
P	Pass	Satisfactory
FL	Fail	Unsatisfactory

Grade Scale for Practice Teaching and the Contemporary Classroom - Credit/ No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must attain:

   i) a minimum of a C average in each of the following parts of the program:
      - Curriculum and Instruction*
      - Foundations

   ii) a minimum of a D grade in each course in:
      - Curriculum and Instruction
      - Foundations

   iii) an Honours or a Pass grade in:
      - the Complementary Studies course

   iv) a Credit (CR) in:
      - Practice Teaching**
      - The Contemporary Classroom

* For Junior/Intermediate candidates, the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/ Intermediate course three times the weight of the Intermediate course.

* * To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a candidate must receive a Pass in each scheduled practice teaching session (includes all appraisals). A candidate who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching

after the completion of the academic year, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A candidate who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate.

D. Supplemental Privileges

1. A candidate may have supplemental privileges in a course in which a FX or FL has been received. This privilege is limited to a maximum of two courses, of which only one may be a Curriculum and Instruction course.

2. A candidate who receives a D grade in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the D grade has reduced the average in that part to less than a C.

3. There are no supplemental privileges for the Practice Teaching part of the program.

4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

5. A candidate granted supplemental privileges may qualify in one of the following ways, as authorized by the Council of the Faculty:

   i) by taking an examination during July or August;

   ii) by otherwise satisfying the requirements of the department(s) concerned.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the candidate's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

7. No candidate will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Council of the Faculty.

E. Student Access to Examination Papers

1. Copies of final examination papers for the preceding five academic years are available in the Faculty Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Academic). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A candidate may withdraw from the Faculty of Education without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the candidate's Faculty record. A candidate who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX in all courses. A candidate who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Academic), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and
ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend class or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.
iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Academic), shall then make a decision.
v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Academic), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council is required. If the Faculty Council cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University Grading Practices Policy is available in the Registrar's Office.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the Instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the department, will review the case and submit to the student and the instructor, in writing, the ruling of the department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the department, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

5. The student, the instructor or the Chair of the Department may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students must comply with the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Co-ordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Co-ordinator a written statement detailing the grounds of the appeal. The Practice Teaching Co-ordinator will send, within three working days, a copy of the student's appeal to the associate teacher. The Practice Teaching Co-ordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Co-ordinator, through the Registrar, to the Appeals Committee of Faculty Council. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Co-ordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Co-ordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of Faculty Council. The Chair of the Faculty Executive Committee will then, without undue delay, form a Divisional

Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of the Faculty may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of the faculty, to the parties concerned.

4. The student, the associate teacher or the Practice Teaching Co-ordinator may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of the faculty.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section B.5, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education certificates, students must have discharged all recognized University obligations: tuition and incidental fees, residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, and charges for unreturned or damaged instruments, materials and equipment.

For students who have any such obligations outstanding, the University will not issue statements of results or official transcripts of records, will not release diplomas or make recommendations for Ministry of Education teaching certificates, will not provide oral confirmation or written certification of degree status in response to external enquiries and will not permit further registration in the University until such time as the obligations have been cleared.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee. (See page 68) Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of the Faculty. Below are excerpts from this policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her academic record as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference and appraisals (Section 3(b)(v) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence. A student may, however, be advised of the identity of the authors of any confidential letters contained in his or her official academic record.

ii) A student's request to examine a part of his or her academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) above and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii) and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971, of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine and publish in the divisional calendar.

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the university and members of official University and divisional councils and committees shall have access to relevant portions of academic records for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni Affairs shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association for Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.
- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquirers:

- the academic division(s) and the session(s) in which a student is or has been registered,
- degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) above but with the exception of the material specifically excluded in Section 4(a)(i) above, shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Colleges and Universities for an annual enrolment audit, or otherwise under compulsion of law.

Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in section 3(a)(i) of the policy shall also be governed by the above provisions .

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) In the event that a student, alumnus or alumna or a former student is deceased, the executors of his or her estate shall have access to the official student academic record under the same terms as would the individual if he or she were still living.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University in accordance with the Policy on Academic Sanctions for Students Who Have Outstanding University Obligations. The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5. Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University, seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of university policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student records, and campus organizations shall develop administrative procedures in support of this policy.

c) Academic records shall be kept at all times under appropriate security.

University Discipline

Code of Behavior on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behavior is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

1. It shall be an offence for a student intentionally:

a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own, any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit for credit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member intentionally:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by other than duly established and published criteria.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike intentionally:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to cause by action, threat or otherwise in a classroom, laboratory or examination room, a disturbance, which the member knows or ought reasonably to know, obstructs the teaching of a course or the holding of a test or examination.

4. The following are offences to the extent that they relate to the teaching and learning relationship. It shall be an offence for a faculty member and student alike intentionally:

a) to remove or copy or alter stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system or its peripheral communications devices without proper authorization; or to mutilate, misplace, misfile, install or render inoperable any such information, program, system or device, or in any other way to deprive immediately or at some point in the future without authorization another member or members from using or having access to any such resource;

b) to use in a substantial way any information storage, processor or retrieval facility such as a library, computer, telephone, network or telecommunications system, or facsimile or photocopying equipment, or similar equipment, for any other purpose than that for which privileges of use or access have been granted;

c) to access any University computer, library, or other information storage, processing or retrieval system or any personal academic file without proper authorization.

5. A graduate of the University may be charged with any of the above offences committed intentionally while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who intentionally:

i) actually commits it;
ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
v) abets, counsels, procures or conspires with any other person who, if that person were a member,would have committed or have been a party to an offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the department chair or through the department chair to the dean. (See also Section C.1.(b) 1.)

5. When the dean or the department chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the dean being informed, the chair of the department and the instructor shall be invited by the dean to be present at the meeting with the student. The dean shall conduct the interview.

6. Before proceeding with the meeting, the dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under under Section C.1.(b), and that the dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the department chair and the instructor, or if the department chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevent from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the dean or the department chair may either impose the sanction that he or she considers appropriate under Section C.I. (b) or refer the matter to the dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the department chair or the dean if the dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the department chair or the dean, as the case may be, the student may refer the matter to the dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the dean may, after consultation with the instructor and the department chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The chair will determine at the opening of the hearing whether there is going to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the dean to bar him or her from a facility. A student upon whom a sanction has been imposed by the dean or the department chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's dean or department chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the above and not involving the submission of academic work, such as those concerning forgery or uttering, library or computer material or library or computer resources, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the department chair may handle the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the department chair chooses, the matter shall be brought before the dean.

2. One or more of the following sanctions may be imposed by the dean where a student admits to the commission of an offence:

   a) a written reprimand;
   b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;

c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
e) denial of privileges to use any facility of the University, including library and computer facilities;
f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

a) a written reprimand;
b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
e) denial of privileges to use any facility of the University, including library and computer facilities;
f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;
h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.
i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied

any further registration at the University in any program and his or her academic record and transcript shall record permanently this sanction. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or

ii) cancellation of academic standing or academic credits obtained by any former student

who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

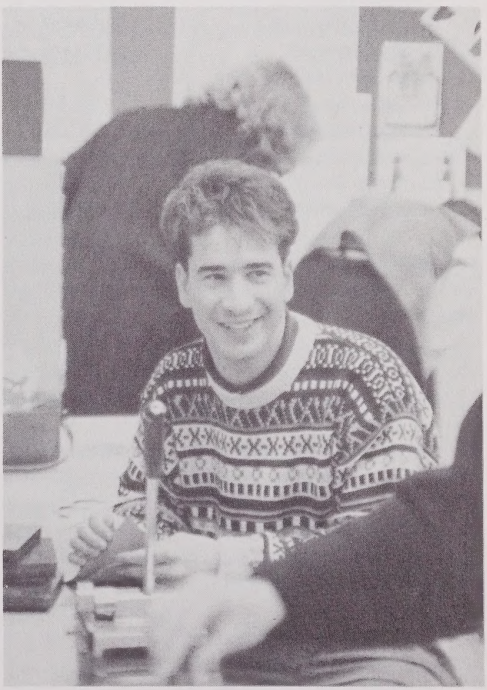
2. The jury shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the jury considers appropriate.

3. The Tribunal may, if it considers appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.



Tuition Fees (1991-92)

The University reserves the right to alter the fees and other charges described in this calendar.

Full-time Student Fees	$
Academic fee	
Domestic Students	1,770.00
Foreign Students	10,877.00
Campus services	
Domestic Students	178.50
Foreign Students	178.50
Student society fees	
Domestic Students	93.78
Foreign Students	93.78
Total fee payable	
Domestic Students	2,042.28
Foreign Students	11,149.28
Minimum first payment	
Domestic Students	1,334.00
Foreign Students	6,798.00

Part-time Student Fees	
Academic fee per course	
Domestic Students	354.00
Foreign Students	2,175.50
+Campus services	
Domestic Students	53.65
Foreign Students	53.65
+Student society fees	
Domestic Students	10.00
Foreign Students	10.00

+ Payable once per session

NOTE:

1. At least the first instalment of fees must be paid before a student card will be issued.

2. Commencing September 15, all outstanding balances, regardless of source of payment, are subject to a service charge of 1.5% per month compounded on the 15th of each month beginning in October, until the account is paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. After twenty weeks, no fees will be refunded.

4. Foreign Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 30, in the first term and January 29 in the second term. Refer to the Fees Schedule for full details.

Administrative User Fees (1992-93)

Administrative User Fees	$
Application fee	50.00
Late registration fee (plus $5.00 per day)	43.00
Official transcripts	6.00
Copies of records	13.00
Duplicate tax receipts	3.00
Letters/Forms of Confirmation	6.00
Advanced Standing Evaluations	57.00
Supplemental examinations (per course)	30.00
Replacement of student card without photo	3.00
Replacement of calendar	4.00
Calendar for persons not registered in the Faculty	4.00

Government Financial Aid
Full-Time Students
The Ontario Student Assistance Program (OSAP) is available to Ontario students who are Canadian citizens or permanent residents, to assist them in meeting their educational costs. OSAP includes both non-repayable grants and loan assistance. OSAP loans are interest-free and need not be repaid until six months after the recipient has graduated or ceased to be a full-time student. Information concerning the eligibility and assessment criteria may be obtained from the Office of Student Awards, Koffler Student Services Centre, University of Toronto, (978-7950). Application forms are available from the Faculty Awards Officer and from the Office of Student Awards.

Students from other Canadian provinces should apply through their provincial financial aid authority. The Office of Student Awards can provide addresses and, in many cases, applications forms.

Part-Time Students
Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students taking less that a 60% course load. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated. Further information and application forms may be obtained from the Faculty Awards Officer or from the Office of Student Awards.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational costs such as tuition, books, and transportation. Students wishing to apply should contact the Office of Student Awards.

Bursaries for Second-Language Teachers
Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Colleges and Universities, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary
The Council of the Faculty of Education offers bursaries ranging in value from $200 to $700 to students registered in the Faculty who demonstrate financial need. Applications must be submitted to the Registrar of the Faculty before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund
Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 21 King's College Circle, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund
Loan are available to women students enrolled in their final year at a faculty of education who are prospective members of FWTAO (P/J division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at the Faculty of Education who will contact the Federation on behalf of the student.

The Jeffrey Drdul Memorial Award in Special Education
This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the total of the annual income will be made to a graduate of the Bachelor of Education program who is continuing in Ministry of Education certification courses in Special Education at the University of Toronto. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the Awards Committee, Faculty of Education, by April 1.

The James Fair Bursary
This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefitting children in the Institute Laboratory School. The application deadline is September 30.

The Prof. Arthur Louden Memorial Entrance Scholarship in Science
Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971. The Award will be made by the Faculty Awards Committee to persons admitted to the Intermediate/Senior Division in the Bachelor of Education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000 to the value of the annual income.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1st from persons admitted for the following academic year to the Intermediate/Senior Division of the Bachelor of Education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1st.

The Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science
Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in the Faculty of Education in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

The scholarship will be awarded by the Faculty Awards Committee to the person admitted to the Intermediate/Senior division in the Faculty of Education, Bachelor of Education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the Awards Committee of the Faculty of Education by August 1, from persons admitted for the following academic year to the Intermediate/Senior division of the Bachelor of Education Program who have selected Science and Environmental Science as their teaching subjects and who apply for the award.

R. D. Phillips Memorial Loan Fund
This loan was established by contributions made by technical teachers in Ontario in memory of a former Director of the Technical and Industrial Arts Department, Professor R. D. Phillips. Loans to a maximum of $200 are made by the Council of the Faculty to students registered in the Technical and Industrial Arts Department who demonstrate financial need. Applications should be made to the Chair of the Department.

Percy H. Taçon Memorial Bursary
This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970. The bursary, in the amount of $500, will be awarded annually on the basis of financial need to a student registered in the Visual Arts option of the B.Ed./O.T.C. Program. Candidates must apply to the Awards Committee of the Faculty by November 1.

The staff and students of the Faculty of Education have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from the Dean's List who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and the Faculty. In addition, a fourth award recognizes an outstanding contribution to the life of the Faculty. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour
This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to an outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour
This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to an outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour
The staff and students of the Faculty of Education, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/ Senior program who has shown 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty
This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the councils and activities of the Faculty.

The Faculty of Education Commendation
This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year of the teacher education program.

Dean's Honour List
Recognition is given annually to those graduates who have attained an A in each Curriculum and Instruction course and in each Foundation course, Honours in Complementary Studies and Credit in Practice Teaching and The Contemporary Classroom.

Arnolds Balins Award
A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Mark A. R. M. Crowe Memorial Award
This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This scholarship, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History/Politics program who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The award will be $500.

James W. Fair Award in Elementary Education
This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study. The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of the Faculty, and an intention to pursue further study in education.

Leighton McCarthy Memorial Scholarship
Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence
The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the Faculty's teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award
This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R. J. McMaster Award
This award (to the value of interest on $1,450) was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program in the Faculty of Education.

William Pakenham Fellowship in Education
Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of the Faculty of Education.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. The Fellowship shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council, on the recommendation of the Council of the Faculty of Education, may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other approved university.

Applicants must be residents of Ontario, hold a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work. An application form may be obtained from the Registrar, Faculty of Education. Completed applications must be received by March 15.

Morgan Parmenter Award in Guidance
Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968. One or

two awards, to a total of the annual income, will be granted to graduates of the University of Toronto Bachelor of Education program who are continuing in the Ministry of Education additional qualification courses in Guidance at the University of Toronto in the summer session immediately following the applicants' graduation from the Bachelor of Education program. Recipients will be selected by the Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the Awards Committee, Faculty of Education, by April 1.

P. A. Petrie Huron County Scholarship
This award (approximate value $1,250) was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the Bachelor of Education degree (mathematics and/or science teaching option) at the Faculty of Education, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

The Alexander Pringle Seggie Award
This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974. The award, in the amount of the annual interest on the endowment, will be made annually to the student in the Faculty's teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the Program of the Faculty of Education. It is not the intention of the terms of this award to require that the recipient be on the Dean's Honour List.

A. P. Seggie Memorial Award
The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The plaque awarded is a memorial to Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974. Applications are not required.

Don Wright Scholarship in Vocal Music (The Changing Voice)
This scholarship is awarded to a student eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
This scholarship is awarded to a full-time student in the Bachelor of Education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Award Winners 1990-91

Primary/Junior Award of Honour
Ian Philip Jones

Junior/Intermediate Award of Honour
Peter John Elliott

Intermediate/Senior Award of Honour
Sherry Ann Otruba

Award for Outstanding Contribution to the Life of the Faculty
Randy Leonard Palermo

Faculty Facilities
Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, and computer centre.

The Faculty's registered nurse offers to students first aid, counselling on health problems, and referrals to doctor, dentist, or hospital, as appropriate.

Faculty of Education Library
The Library supports the Faculty's various programs by providing a wide range of services and materials to its students. In addition to circulation services, the Library offers reference assistance to aid students in locating information for their courses and for practice teaching. The Library's collections are contained in two areas, the Information Resource Centre and the Media Resource Centre. The Information Resource Centre houses the Library's print resources. This collection includes books and periodicals on teaching and the theory and methodology of curriculum subjects at the elementary and secondary levels of education, as well as textbooks and content materials for the subjects taught in Ontario schools, along with a representative collection of children's literature. Other major areas of the collection include educational psychology, administration of schools, the history, philosophy and sociology of education, and special education.

Ministry of Education documents include commission and committee reports, directories of boards of education, statistics and curriculum guidelines. To complement the Ministry of Education guidelines, a collection of curriculum guides produced by the school boards across the province provides more detailed teaching suggestions for most of the subjects taught in the schools. The Information Resource Centre also offers access to CD-ROM computer periodical searching.

The Media Resource Centre holds an extensive audiovisual collection of video-tapes, films, filmstrips, slides, kits, records, cassettes, pictures and microcomputer software which is available to students for use both at the Faculty and in their practice teaching assignments. Equipment is located in the Centre for previewing these materials. Audiovisual equipment is also available for loan. The Media Resource Centre provides facilities for video editing, slide, videotape and audiotape duplication, and video/audio format transfers.

Faculty of Education, Technology for Enhancing Learning (TEL) Centre
A co-operative venture between FEUT and TVOntario, the TEL Centre seeks to promote the appropriate use of technology, particularly television and computers, in all aspects of FEUT activity. The Centre offers a number of direct services to students, and can put students in touch with other FEUT or University resources to meet their technological needs. Some of these include:

- access to a variety of computers which support wordprocessing, database, spreadsheet and instructional applications.
- workshops on topics ranging from operating the technology to incorporating student use of television and computers into lesson plans.
- access to a variety of multimedia production and viewing resources which support interactive video, telecommunications and computer graphics.

More information on how the TEL Centre and its staff can enhance effectiveness as a student and future teacher can be obtained from the TEL Centre, Room 343 of the Faculty.

Faculty of Education Student Union
The Student Union acts on behalf of the students in matters relating to the Faculty program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office in Room 24 of the Faculty (978-8460). Through their Union, the students have representatives on the Council of the Faculty and its committees. They are also represented on the Students' Administrative Council of the University.

Faculty Student Services Department
The Student Services Department, situated in Rooms 24 and 129 in co-operation with the Student Union, organizes all student events and activities. Individual student counselling is also available through this department in Room 129 (978-8157)

University of Toronto Schools
The University of Toronto Schools is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of the Faculty for teaching practice, demonstration, and experiment.

University Student Services

Information on all major student services and facilities is provided in the handbook, **'Blue Pages'**. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Housing Service: The University of Toronto Housing Service on the St. George campus maintains lists of off-campus housing consisting of rooms, apartments and houses. Cost of a shared room in a house or apartment will average $300-$375. Bachelor, one, two and three bedroom apartments range from $400-$500, $550-$700, $750-$900, and $950-$1,100 respectively. Lists of residences together with address and phone number, cost and eligibility criteria can also be sent to students on request. On average, with meals, residence will cost approximately $5,400 for the eight-month, academic session. Residences providing cooking facilities but no meal plan will cost approximately $2,800. The unfurnished university apartments are available for full-time students but priority is given to couples, couples with children and single parents. Applications for these units should be obtained from the University of Toronto Housing Service and submitted twelve to sixteen months before the required date of occupancy depending on the type of accommodation requested. Contact the Housing Service at: The Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 1R2 (416) 978-8045.

Career Counselling and Placement: The University's Career Counselling and Placement Centre, working closely with the Faculty of Education's Employment Committee, provides Faculty students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

Special Services to Persons with a Disability: Special Services offers liaison with academic and administrative departments and off-campus agencies. The service provides advocacy and support for students with a wide range of hidden and obvious disabilities and health considerations, and incorporates a learning disability division. Facilities include provision of adaptive devices and equipment, tutoring, notetaking and alternative exam conditions for those eligible, on-campus transportation where appropriate, access to computer labs, and personal and career counselling. The objective of the service is to facilitate the inclusion of students with special needs into all aspects of university life. Students are encouraged to discuss their individual needs with a member of the Special Services staff, and all discussions are confidential. Special Services also provides information and resource material on health conditions, and disability related issues.

The office is located in the Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 2Z9. Liaison officers are available at Scarborough and Erindale Colleges. For more information please call: (416) 978-8060, (416) 978-1902 (TDD) or (416) 978-8246 (FAX).

Other Programs at the University of Interest to Teachers or Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

Faculty of Arts and Science

Erindale College

Exceptionality in Human Learning
A three or four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

Scarborough College

Cognitive Science
A four year undergraduate degree program which is recommended for applicants to the Faculty of Education B. Ed. degree or Diploma in Child Study programs (for kindergarten to grade 6).

The Early Teacher Project
A four year undergraduate degree program in the physical Sciences leading to admission to the Faculty of Education B. Ed. degree (for grades 7 to 12).

Faculty of Music

Music Education
A four year undergraduate degree program in music education recommended for music applicants to the Faculty of Education B. Ed. degree program.

School of Physical and Health Education

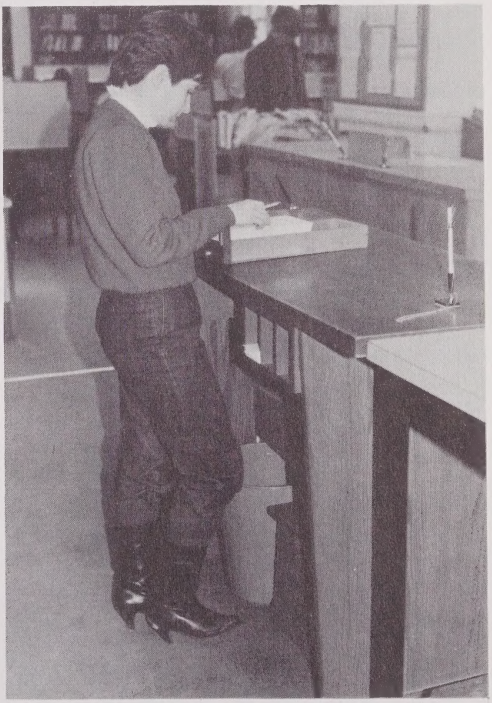
Physical and Health Education
A four year undergraduate degree program recommended for physical and health education applicants to the Faculty of Education B. Ed. degree program.

Woodsworth College

Certificate in Teaching English as a Second Language
A program of interest to applicants for teachers education and to those who wish to teach in this particular field of education.

School of Graduate Studies

Ontario Institute for Studies in Education (O.I.S.E.)
Graduate degrees in education at the masters and doctoral levels granted through the University of Toronto. These degrees do not carry Ontario teacher certification but may assist those applying to the Faculty of Education B. Ed. degree program. They are also of interest to persons holding teacher certification.



Degrees Offered by the University 1991-92

Undergraduate Degrees	Faculty/School
Bachelor of Applied Science (B.A.Sc.)	Applied Science & Engineering
Bachelor of Architecture (B.Arch.)	Architecture & Landscape Architecture
Bachelor of Arts (B.A.)	Arts & Science
Bachelor of Commerce (B.Com.)	Arts & Science
Bachelor of Science in Dentistry (B.Sc.D.)	Dentistry
Bachelor of Education (B.Ed.)	Education
Bachelor of Landscape Architecture (B.L.A.)	Architecture & Landscape Architecture
Bachelor of Physical & Health Education (B.P.H.E.)	Physical & Health Education
Bachelor of Science (B.Sc.)	Arts & Science
Bachelor of Science (Occupational Therapy) (B.Sc.OT.)	Medicine
Bachelor of Science (Physical Therapy) (B.Sc.PT.)	Medicine
Bachelor of Science (Biomedical Communications) (B.Sc.BMC)	Medicine
Bachelor of Science in Forestry (B.Sc.F.)	Forestry
Bachelor of Laws (LL.B.)	Law
Bachelor of Music (Mus. Bac.)	Music
Bachelor of Music in Performance (Mus. Bac. Perf.)	Music
Bachelor of Science in Nursing (B.Sc.N.)	Nursing
Bachelor of Science in Pharmacy (B.Sc.Phm.)	Pharmacy
Doctor of Dental Surgery (D.D.S.)	Dentistry
Doctor of Medicine (M.D.)	Medicine

Graduate Degrees:

The School of Graduate Studies is responsible for all graduate studies and for developing and implementing appropriate regulations and operating procedures. Each student is enrolled in one of the graduate departments/ centres/institutes which offer graduate study.

Degree	Department/Centre/ Institute
Master of Applied Science (M.A.Sc.)	Departments in Applied Science & Engineering
	Geology
Master of Engineering (M.Eng.)	Departments in Applied Science & Engineering
Master of Arts (M.A.)	Departments on Arts and Science
	Comparative Literature Program
	Criminology
	Drama
	Education (O.I.S.E.)
	History and Philosophy of Science and Technology
	Medieval Studies
	Music
	Russian and East European Studies
	South Asian Studies
Master of Arts/Science in Teaching (M.A.(T))	English

Master of Arts/Science in Teaching (M.Sc.(T))	Mathemetics
Master of Business Administration (M.B.A.)	Management
Master of Business Admin. & Bachelor of Laws (M.B.A./LL.B.)	Management/Law
Master of Education (M.Ed.)	Education (O.I.S.E.)
Master of Health Science (M.H.Sc.)	Biomedical Engineering
	Clinical Biochemistry
	Community Health
	Speech Pathology
Master of Industrial Relations (M.I.R.)	Industrial Relations
Master of Laws (LL.M.)	Law
Master of Studies in Law (M.S.L.)	Law
Master of Library Science (M.L.S.)	Library and Information Science
Master of Information Science (M.I.S)	Library and Information Science
Master of Museum Studies (M.M.St.)	Museum Studies
Master of Music (Mus.M.)	Music
Master of Science (M.Sc.)	Departments in Arts & Science
	Departments in Medicine
	Medical Science
	Dentistry
	Nursing Science
Master of Science in Forestry (M.Sc.F.)	Forestry
Bachelor of Sci. in Nursing & Master of Sci. (B.Sc.N./M.Sc.)	Nursing Science
Master of Science in Pharmacy (M.Sc.Phm.)	Pharmacy
Master of Science in Planning (M.Sc.Pl.)	Geography
Master of Social Work (M.S.W.)	Social Work
Master of Social Work & Bachelor of Laws (M.S.W./LL.B.)	Social Work/Law
Master of Philosophy (Phl.M.)	Departments in Arts & Science
	Drama
Doctor of Education (Ed.D.)	Education (O.I.S.E.)
Doctor of Juridical Science (S.J.D.)	Law
Doctor of Music (Mus.Doc.)	Music
Doctor of Philosophy (Ph.D.)	Departments in Arts and Science
	Departments in Applied Science & Engineering
	Departments in Medicine
	Comparative Literature
	Criminology
	Dentistry
	Drama
	Education (O.I.S.E.)
	Forestry
	History & Philos. of Sci. & Tech.
	Industrial Relations
	Library & Information Science
	Management
	Medical Science
	Medieval Studies
	Music
	Pharmacy
	Social Work

Undergraduate Certificate/Diploma Programmes	Faculty/Department/ Centre/Institute
Diploma in Technological Education	Education
Certificate in Business	Arts & Science
Certificate in Criminology	Arts & Science
Certificate in Law Enforcement & Administration	Arts & Science
Certificate in Public Administration	Arts & Science
Certificate in Personnel & Industrial Relations	Arts & Science
Certificate in Teaching English as a Second Language	Arts & Science
Artist Diploma	Music
Licentiate Diploma	Music

Graduate Certificates/Diploma Programmes	Faculty/Department/ Centre/Institute
Diploma in Dental Anaesthesia	Dentistry
Diploma in Dental Public Health	Dentistry
Diploma in Oral Pathology	Dentistry
Diploma in Oral Radiology	Dentistry
Diploma in Oral & Maxillofacial Surgery & Anaesthesia	Dentistry
Diploma in Orthodontics	Dentistry
Diploma in Paediatric Dentistry	Dentistry
Diploma in Periodontics	Dentistry
Diploma in Prosthodontics	Dentistry
Diploma in Child Study	Education
Diploma in Resource Management	Forestry
Diploma in Anaesthesia	Medicine
Diploma in Child Psychiatry	Medicine
Diploma in Clinical Chemistry	Medicine
Certificate in Teaching of Occupational Therapy	Medicine
Diploma in Opthalmic Science	Medicine
Certificate in Teaching of Physical Therapy	Medicine
Diploma in Psychiatry	Medicine
Certificate in Public Health	Medicine
Diploma in Industrial Health	Medicine
Diploma in Radiation Oncology	Medicine
Diploma in Operatic Performance	Music
Diploma in Business Administration	Arts & Science
Diploma in Gerontology	Arts & Science
Diploma in Translation	Arts & Science
Diploma in Social Work Research	Social Work

Officers of the University (partial listing)

Chancellor
R. Wolfe, B.A.

Chairman, Governing Council
R.J. McGavin, B.P.E., M.Sc., Ph.D.

President
J.R.S. Prichard, M.B.A., LL.B., LL.M.

Vice-President & Provost
J.E. Foley, B.A., Ph.D.

Vice-President, Business Affairs and Chief Administrative Officer
B.P. Davies, B.Comm., M.P.A.

Vice-President, Computing and Communications
C.D. Sadleir, B.A.Sc., M.A.Sc., Ph.D., P.Eng.

Vice-President, Department of Development and University Relations
G.C. Cressy, B.Sc., M.S.W.

Vice-President, Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President, Research
J.F. Keffer, B.A.Sc., M.A.Sc., Ph.D., P.Eng.

Vice-Provost
A.H. Melcher, M.D.S., H.D.D., Ph.D., D.Sc.

Vice-Provost, Health Sciences
A.R. Ten Cate, B.Sc., Ph.D., B.D.S.

Vice-Provost, Staff Functions
D.B. Cook, B.A., M.A., Ph.D.

Assistant Vice-President, Finance
R.G. White, C.M.A.

Assistant Vice-President, Operations and services
J. Oliver, B.Com., M.Sc.

Assistant Vice-President (Planning) and University Registrar
D.W. Lang, B.A., M.A., Ph.D.

Assistant Vice-President, Research Relations & Technology Transfer
P. Munsche, B.A., M.A., Ph.D.

Assistant Vice-President, Student Affairs
W.D. Neelands, B.A., M.A., M.Div., Th.D.

Secretary of the Governing Council
J.G. Dimond, B.A., M.A., Ph.D.

University Ombudsperson
E. Hoffman, B.A.

Status of Women Officer
L. Reimer, B.A., B.Ped.

Sexual Harassment Officer
P.M. Stamp, B.A.

Director of Admissions and Awards
K.J. Swift, B.Sc., M.Ed.

Director of Alumni and Community Relations
R. Frankle, B.A.

Director of Athletics and Recreation
I. McGregor, B.Sc., Ph.D.

Director of Career Centre
M. Van Norman, B.A.

Acting Director of Family Housing
E. Giles

Acting Director of Off-Campus Housing
P. Karimalis

Director of International Student Centre
E. Patterson, B.A.

Coordinator of Services to Disabled Persons
E. Barbeau

Warden of Hart House
P. Turner, B.A., M.A.

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